Mobility of Adult Basic Education Students in BC:

The 2004-05 Cohort

December 2008

BCCAT
BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

BCCAT

Mobility of Adult Basic Education Students in BC:
The 2004-05 Cohort

Prepared by Jill Lawrance for the ABE Student Mobility Committee

in collaboration with and funded by BCCAT

© Copyright 2008 by the British Columbia Council on Admissions and Transfer. BCCAT is the official mark of the BC Council on Admissions and Transfer, as published by the Registrar of Trade-marks of the Canadian Intellectual Property Office.

This Report is also available in Adobe Acrobat Portable Document Format (pdf), from BCCAT Online, the Internet service of the BC Council on Admissions and Transfer: www.bccat.ca. Photocopying and further distribution of this document is permitted. Please credit source.

709 – 555 Seymour Street
Vancouver BC Canada V6B 3H6
bccat.ca | admin@bccat.ca

t 604 412 7700 | f 604 683 0576

Table of Contents

Executive Summary i

1 Introduction 1
- 1.1 A Brief History of the Two Systems 1
- 1.2 The Purpose of this Study 1
- 1.3 The Cohort 3
- 1.4 Cohort Profile by Education System 6
- 1.5 Structure of the Report 9

2 Looking Back 11
- 2.1 When did the students first enter an ABE course? 11
- 2.2 What were the students' last grades of enrolment before entering ABE? 12
- 2.3 How long was the break between their last enrolment and entering ABE? 15
- 2.4 What was the credential status of the 2004-05 cohort? 17

3 Looking Ahead 21
- 3.1 What proportion of those students who enrolled for the first time in ABE in 2004-05 were also enrolled in post-secondary level studies? 21
- 3.2 What credentials did students who enrolled in ABE in 2004-05 earn between 2004-05 and the fall of 2007? 22
- 3.3 For the group that started in 2004-05, how long did they spend in ABE over the period 2004-05 to fall 2007? 24
- 3.4 What proportion of students who enrolled in ABE in 2004-05 went on to enter post-secondary programs and courses over the next three years? 26
- 3.5 Did students attend ABE on a full-time or part-time basis? 28

4 Early Entry Cohort 31
- 4.1 Where did the Early Entry Cohort enrol in ABE? 31

5 Conclusion 33
- 5.1 Summary of Key Findings 33
- 5.2 Suggestions for Future Research 36

Appendix 1: ABE Student Mobility Committee Members 37

Appendix 2: Detailed Tables 39

Lists of Tables and Figures

List of Tables

Table 1. Gender Distribution by Education System and Age Group 7
Table 2. Aboriginal Distribution by Education System and Age Group 7
Table 3. Number of Years Between First ABE Enrolment and 2004-05 by Education System 12
Table 4. Last Grade of Enrolment Prior to ABE by Age and Education System 13
Table 5. Number of Years Between Last BC Secondary Enrolment and ABE by Cohort and Education System 16
Table 6. Average Length of Time Between Last Enrolment and Entering ABE, Age 19 and Over, by Last Grade of Enrolment and Education System 17
Table 7. Student Flows by Education System and Level, 2004-05 to Fall 2007 27
Table 8. Enrolments in the Post-Secondary System for the Early Entry Cohort and Age 19 and Over Sub-Group, by Region, 2004-05 31
Table 9. Detailed Last Grade of Enrolment by Age and Education System 39
Table 10. Average Length of Time Between Last Enrolment and Entering ABE, Age 19 and Over, by Detailed Last Grade of Enrolment and Education System 40
Table 11. Time Spent in ABE by Students Who Enrolled in 2004-05 by Education System 41
Table 12. Time Spent in ABE by Aboriginal Students, by Education System 41
Table 13. ABE and Post-Secondary Level FTEs, 2004-05 to 2006-07 42

List of Figures

Figure 1. Research Questions Addressed by the Study 3
Figure 2. Distribution of 2004-05 ABE Cohort 5
Figure 3. Age Profiles of the 2004-05 ABE Cohort, Age 19 and Over, by Education System 6
Figure 4. Distribution of 2004-05 ABE Cohort Aged 19 and Over by Region and Education System 8
Figure 5. First Year of Enrolment in ABE for Main Cohort (age 18 and over) 11
Figure 6. Last Grade of Enrolment Prior to ABE, Age19 and Over Sub-Group, by Education System 15
Figure 7. Number of Years Between Last Secondary Enrolment and First Entering ABE, Age 19 and Over by Education System 16
Figure 8. Percentage of ABE Students with a Credential Issued Prior to 2004-05 by Education System and Type of Credential 18
Figure 9. Percentage of Students Who *Started* ABE in 2004-05 and Already had a High School Diploma by Education System and Age 19
Figure 10. Distribution of ABE Students Age 19 and Over Who First Enrolled in 2004-05, by Education System 21
Figure 11. Percentage of ABE Students Issued a Credential Between 2004-05 and Fall 2007 by Education System and Type of Credential 23
Figure 12. Amount of Time in ABE for Students Who Enrolled in 2004-05 by Education System 24
Figure 13. Amount of Time in ABE for Students Who Enrolled in 2004-05, by Aboriginal Status 25
Figure 14. FTE Characteristics of ABE Students Who First Enrolled in 2004-05, by Education System 29
Figure 15. Average ABE and Post-Secondary FTEs for Students Who Started ABE in 2004-05, by Year and Education System 30

Executive Summary

British Columbia offers multiple educational pathways to address the literacy and academic needs of its adult population. In BC, Adult Basic Education (ABE) is offered through two public systems: the secondary system offers the Adult Graduation program in various school district facilities, typically through Continuing Education, and the public post-secondary system makes ABE courses available through its network of institutions throughout the province. In this report, educational programs for adult students from both systems are referred to as ABE. ABE courses are intended for adults who wish to attain their secondary diploma, to take extra secondary courses to find a better job, or to upgrade their secondary level courses to obtain the prerequisites necessary to move on to post-secondary studies. In one school year, over 60,000 individuals engage in learning activities in BC at the ABE level. Yet despite the large number of ABE students served by both systems, little is known about this population in terms of who they are and their educational background and destinations.

Officials in the secondary and post-secondary systems have been working for over a decade towards the development of a coordinated ABE system for the province. The overall goal has been to develop an integrated, learner-centred approach to ABE programming through the implementation of a common credential for adults and improved articulation of courses. The efforts resulted in the establishment in 1999 of the British Columbia Adult Graduation Diploma (BCAGD) and ABE articulation guidelines in each system to facilitate the transfer of ABE credits from one educational institution to another within and between systems.

This study has been developed and guided by the ABE Student Mobility Committee, comprised of members of the Ministry of Advanced Education and Labour Market Development (ALMD), the Ministry of Education (MEd), the BC Council on Admissions and Transfer (BCCAT), and administrators / educators in the secondary and post-secondary systems. The overall objective of the study is to explore what can be learned from student-level data to improve our understanding of the number of students in both systems, similarities and differences between the student populations, the extent to which students move between systems, and their transition to further post-secondary studies.

The dataset created for this research consists of a cohort of over 61,000 students enrolled in ABE in either the secondary or post-secondary systems or in both systems in the 2004-05 academic year. MEd data sources were used to identify the 2004-05 ABE cohort in the secondary system and for all data pertaining to student history, such as last grade completed, last date of enrolment in the secondary system, credentials issued by the secondary system, etc. The ALMD used its Central Data Warehouse (CDW), which contains standardized data for 20 public post-secondary institutions, to identify the 2004-05 ABE cohort in the post-secondary system. The study also makes use of data from the Student Transitions Project (STP) to identify non-ABE post-secondary enrolments up to fall 2007 for those students included in the 2004-05 ABE cohort and credentials issued by the post-secondary system.

Summary of Key Findings

1. In 2004-05 there were 60,825 students aged 18 and over enrolled in ABE in BC: 34,633 in the secondary system, 24,774 in the post-secondary system, and 1,418 in both systems.
2. The level of prior academic achievement for ABE students tends to be lower for those in the secondary system than for those in the post-secondary system.
3. Eighteen year-olds in the two educational systems have very different profiles with respect to past academic achievement. Those in the post-secondary system are much more likely to have last been in grade 12 (90%) than their counterparts in the secondary system (22%).
4. ABE students in the secondary system tend to wait a shorter period of time (2.9 years) than ABE students in the post-secondary system (3.5 years) between last being enrolled as a non-adult and first enrolling in ABE.
5. Credential data provides evidence that ABE students are more likely to be using the post-secondary system to upgrade in specific subject areas and the secondary system to achieve a high school credential.
6. Post-secondary ABE students are more likely than secondary students to already have a high school diploma before first enrolling in ABE (43% vs. 7% of those aged over 19 years).
7. ABE students are recognizing and taking advantage of the "seamless" opportunities provided by the BC education system to upgrade while studying at the post-secondary level. ABE functions as an investment in BC youth and adults in pursuit of academic upgrading.
8. For approximately half (49%) of the students in the Main Cohort, 2004-05 was the first year of their enrolment in ABE studies.
9. For many students, ABE is a short experience, lasting not more than one year. Of those who started ABE in 2004-05, 60 percent were not enrolled again in ABE between 2005-06 and fall 2007.
10. Students tend to take ABE on a part-time basis.
11. Those studying ABE in the post-secondary system transition to post-secondary level studies at higher rates than those in the secondary system.
12. The relative emphasis on post-secondary level studies, in terms of FTEs, increases substantially over time for those who first enrolled in ABE in the post-secondary system, as they shift into greater numbers of post-secondary level courses.
13. The relative concentration of the 613 Early Entry Cohort students in more rural areas of the province may reflect the tendency for local secondary schools and colleges to co-operate in those areas to ensure that students are able to meet their educational needs.

Throughout the research phase of the study, many more questions of interest arose regarding the ABE cohort. It is recommended that government and the education institutions continue to analyse the evolving relationship between the education systems in the delivery of ABE. Potential directions for future research are summarized in the Conclusion of the report.

1 Introduction

British Columbia offers multiple educational pathways to address the literacy and academic needs of its adult population. In BC, Adult Basic Education (ABE) is offered through two public systems: the secondary system offers the Adult Graduation program in various school district facilities, typically through Continuing Education, and the public post-secondary system makes ABE courses available through its network of institutions throughout the province. In this report, educational programs for adult students from both systems are referred to as ABE. In one school year, over 60,000 individuals in BC engage in learning activities at the ABE level. Yet despite the large number of ABE students served by both systems, little is known about this population in terms of who they are and their educational background and destinations.

ABE courses are intended for adults who wish to attain their secondary diploma, to take extra secondary courses to find a better job, or to upgrade their secondary level courses to obtain the prerequisites necessary to move on to post-secondary studies. The courses and programs offered under the banner "Adult Basic Education" include academic skills in mathematics and English, academic upgrading, and life skills or career preparation courses. For the purposes of this report, ABE does not include English as a Second Language, Adult Special Education, or adult literacy programs offered by community agencies.

1.1 A Brief History of the Two Systems

Officials in the BC secondary and post-secondary systems have been working for over a decade towards the development of a coordinated ABE system for the province. The overall goal has been to develop an integrated, learner-centred approach to ABE programming through the implementation of a common credential for adults and improved articulation of courses. The efforts resulted in the establishment in 1999 of the British Columbia Adult Graduation Diploma (BCAGD) and ABE articulation guidelines in each system, which facilitate the transfer of ABE credits from one educational institution to another within and between systems.

1.2 The Purpose of this Study

A 2006 study by Gail Thomas[1] about adult learners in the two education systems recommended that:

> a working group, comprised of specialists from both ministries and representatives from both systems, be established to develop data tracking and collection procedures that give a more accurate picture system-wide of student enrolments, completion rates and expenditures on adult basic education in BC (Thomas, 2006, p. vii).

This study has been developed and guided by the ABE Student Mobility Committee, comprised of members of the Ministry of Advanced Education and Labour Market Development (ALMD), the Ministry of Education (MEd), the BC Council on Admissions and Transfer (BCCAT), and administrators/educators in the secondary and post-secondary

[1] Thomas, Gail (2000) *Review of Adult Graduation (K-12) And Adult Basic Education (AVED) Programs And Services*. Prepared for the Ministry of Advanced Education and Labour Market Development and the Ministry of Education.

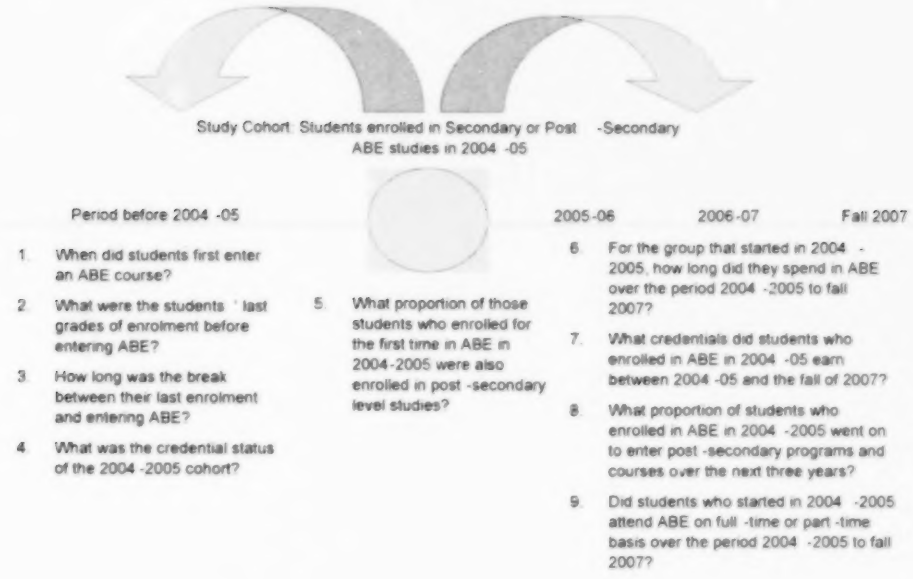
systems.[2] The project represents a melding of what started as two separate tasks: a study by both ministries to identify a single ABE cohort over a one-year period and a study by BCCAT to determine the movement of students from such a cohort through ABE courses and into post-secondary level programs over time. Thus, the overall objective of the study is to explore what can be learned from student-level data to improve our understanding of the number of students in both systems, similarities and differences between the student populations, the extent to which students move between systems, and their transition to further post-secondary studies.

This study, which brings data from the two education systems together, is the first to explore questions about similarities and differences between the two ABE systems in the province. The dataset created for this research consists of a cohort of over 61,000 students enrolled in ABE in either the secondary or post-secondary systems or in both systems in the 2004-05 academic year. MEd data sources were used to identify the 2004-05 ABE cohort in the secondary system and for all data pertaining to student history, such as last grade completed, last date of enrolment in the secondary system, credentials issued by the secondary system, etc. The ALMD used its Central Data Warehouse (CDW), which contains standardized data for 20 public post-secondary institutions, to identify the 2004-05 ABE cohort in the post-secondary system. The study also makes use of data from the Student Transitions Project (STP) to identify non-ABE post-secondary enrolments up to fall 2007 for those students included in the 2004-05 ABE cohort and credentials issued by the post-secondary system.

The study and this report are designed to answer a series of research questions. Some of the questions focus on the educational pathways followed by students prior to 2004-05, to learn about their backgrounds and their transition from their prior studies to ABE. The answer to one of the questions profiles the enrolment pattern of those students who started their ABE studies in 2004-05. This group of students is the focus of the questions that look forward, and therefore, provides important context for an examination of this group's future transitions to post-secondary level studies. Figure 1 summarizes the research questions addressed by the study and groups them according to whether they pertain to the period before or after 2004-05.

[2] See Appendix 1 for a list of ABE Student Mobility Committee members.

Figure 1. Research Questions Addressed by the Study


Study Cohort: Students enrolled in Secondary or Post -Secondary ABE studies in 2004 -05
Period before 2004 -05
2005-06
2006-07
Fall 2007
1. When did students first enter an ABE course?
2. What were the students ' last grades of enrolment before entering ABE?
3. How long was the break between their last enrolment and entering ABE?
4. What was the credential status of the 2004 -2005 cohort?
5. What proportion of those students who enrolled for the first time in ABE in 2004-2005 were also enrolled in post -secondary level studies?
6. For the group that started in 2004 -2005, how long did they spend in ABE over the period 2004 -2005 to fall 2007?
7. What credentials did students who enrolled in ABE in 2004 -05 earn between 2004 -05 and the fall of 2007?
8. What proportion of students who enrolled in ABE in 2004 -2005 went on to enter post -secondary programs and courses over the next three years?
9. Did students who started in 2004 -2005 attend ABE on full -time or part -time basis over the period 2004 -2005 to fall 2007?

The ABE Student Mobility Committee will continue to analyse the evolving relationship between the education systems in the delivery of ABE in BC in the future. This study lays a foundation of data tables and graphics that can be updated as new data become available in the future. In the course of completing this study, many more questions of interest arose regarding the ABE cohort. Suggestions for future research and the data required to support those analyses are provided at the end of the report.

1.3 The Cohort

The ABE Student Mobility Committee made the decision in late 2007 to concentrate this project on the group of students who were enrolled in either education system during the 2004-05 academic year. Both ministries agreed that they would have complete data for this cohort year, and that data for this same cohort of students for the subsequent few years (to the fall of 2007) would identify the educational pathways taken by the students.

The databases maintained by each ministry are significantly different, but what they have in common is that every student is assigned a Personal Education Number (PEN) that allows

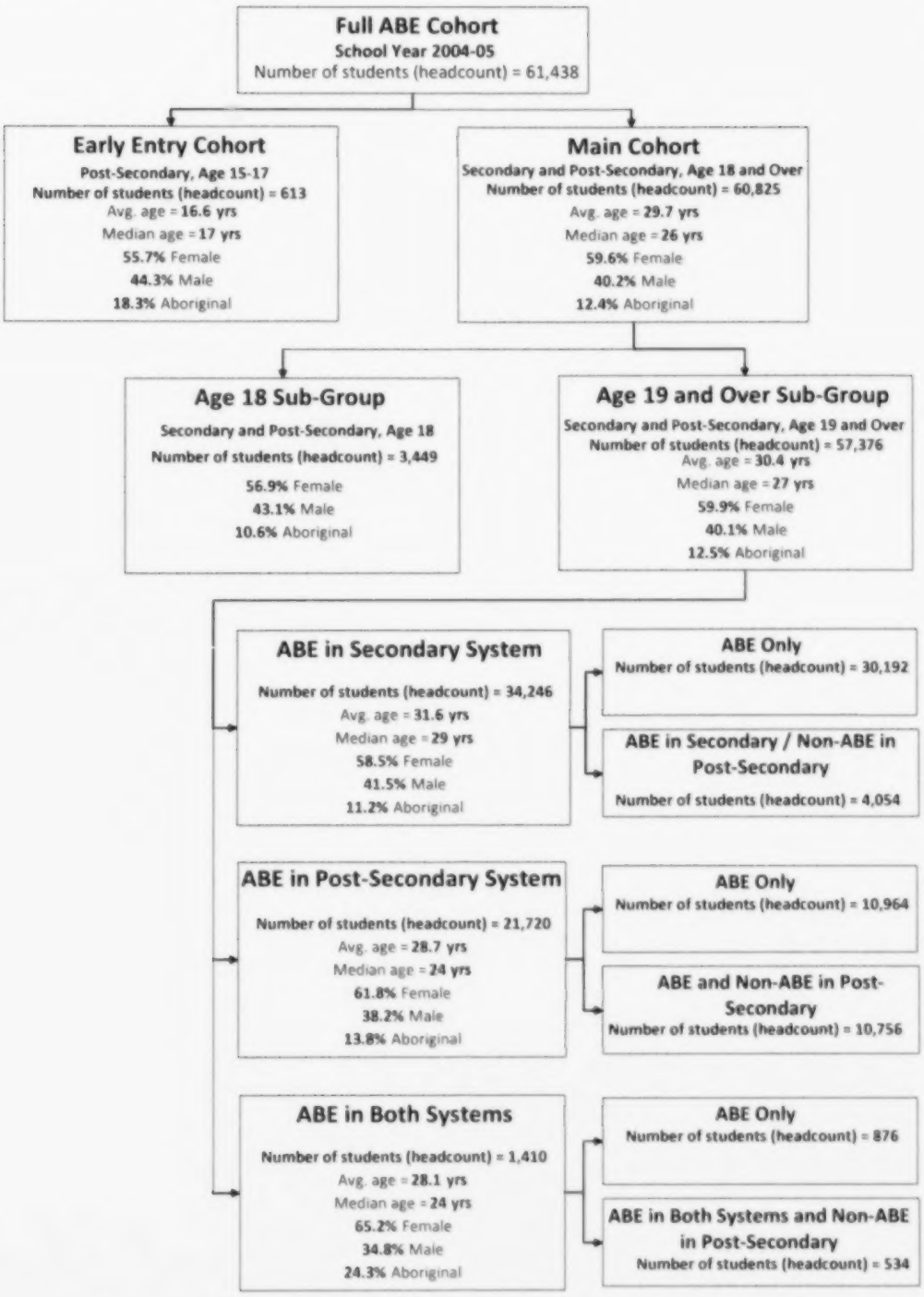
tracking across systems. Each ministry used different approaches with their data to identify their ABE students: the Ministry of Education primarily used age and program of study, while the Ministry of Advanced Education and Labour Market Development used enrolment in any course identified as ABE.

Figure 2 shows how the group of 61,438 students that forms the Full Cohort for the study is divided into a number of different groups for analysis purposes. The Full Cohort includes almost all students enrolled in ABE courses or programs in the secondary or post-secondary systems (or in both systems) during the 2004-05 academic year. A small number of records were excluded from the analysis file: international students, students not in BC, duplicate records, and records with conflicting or missing birth date information.

The Full Cohort is divided into two groups: the Main Cohort consists of students aged 18 and over in both systems, and the Early Entry Cohort consists of students aged 15 to 17 in the post-secondary system. The 613 students in the Early Entry Cohort are much younger than what is generally considered to be an adult for enrolment purposes. The objective of including them in the study is to learn more about where these students are enrolled in order to better understand why they enrolled as adults in the post-secondary system rather than, or in addition to, enrolling in the secondary system.

Most of the analysis focuses on the 60,825 students included in the Main Cohort. Results are often shown separately for the 3,449 students in this cohort who were 18 years of age on December 31, 2004 (Age 18 sub-group) and the 57,376 students who were 19 and over (Age 19 and Over sub-group). This latter sub-group fits the traditional definition of an adult student and is the focus of the research questions that look forward beyond 2004-05. When students in Figure 2 are described as enrolled in "non ABE" in addition to ABE, it usually means that they are also enrolled in "college level, post-secondary courses" or "skills" courses through continuing education.

Figure 2. Distribution of 2004-05 ABE Cohort

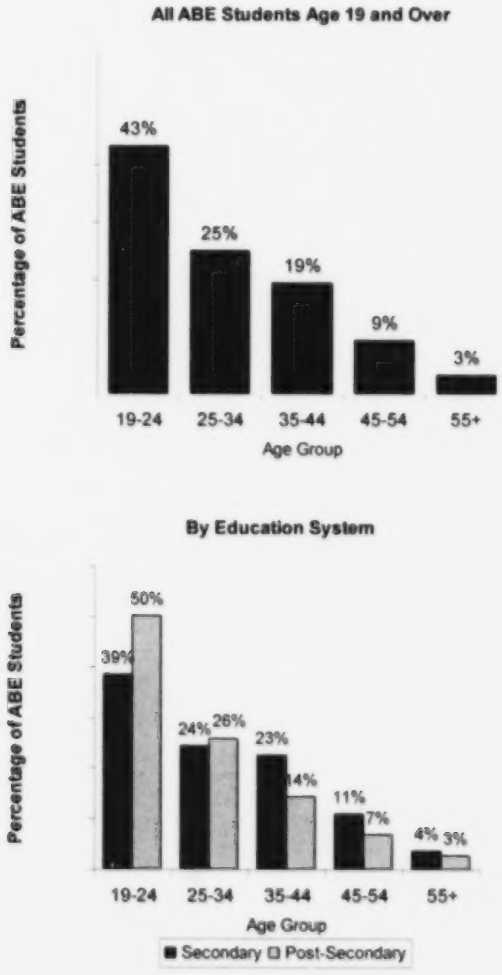

Full ABE Cohort
School Year 2004-05
Number of students (headcount) = 61,438
Early Entry Cohort
Post-Secondary, Age 15-17
Number of students (headcount) = 613
Avg. age = 16.6 yrs
Median age = 17 yrs
55.7% Female
44.3% Male
18.3% Aboriginal
Main Cohort
Secondary and Post-Secondary, Age 18 and Over
Number of students (headcount) = 60,825
Avg. age = 29.7 yrs
Median age = 26 yrs
59.6% Female
40.2% Male
12.4% Aboriginal
Age 18 Sub-Group
Secondary and Post-Secondary, Age 18
Number of students (headcount) = 3,449
56.9% Female
43.1% Male
10.6% Aboriginal
Age 19 and Over Sub-Group
Secondary and Post-Secondary, Age 19 and Over
Number of students (headcount) = 57,376
Avg. age = 30.4 yrs
Median age = 27 yrs
59.9% Female
40.1% Male
12.5% Aboriginal
ABE in Secondary System
Number of students (headcount) = 34,246
Avg. age = 31.6 yrs
Median age = 29 yrs
58.5% Female
41.5% Male
11.2% Aboriginal
ABE Only
Number of students (headcount) = 30,192
ABE in Secondary / Non-ABE in Post-Secondary
Number of students (headcount) = 4,054
ABE in Post-Secondary System
Number of students (headcount) = 21,720
Avg. age = 28.7 yrs
Median age = 24 yrs
61.8% Female
38.2% Male
13.8% Aboriginal
ABE Only
Number of students (headcount) = 10,964
ABE and Non-ABE in Post-Secondary
Number of students (headcount) = 10,756
ABE in Both Systems
Number of students (headcount) = 1,410
Avg. age = 28.1 yrs
Median age = 24 yrs
65.2% Female
34.8% Male
24.3% Aboriginal
ABE Only
Number of students (headcount) = 876
ABE in Both Systems and Non-ABE in Post-Secondary
Number of students (headcount) = 534

1.4 Cohort Profile by Education System

Age

The average age of ABE students is 30 years. However, this masks considerable variation both within and across groupings. Figure 3 shows the age profile for all ABE students age 19 and over, as well as for the post-secondary and secondary systems. With an average age of 29 years, ABE students in the post-secondary system tend to be younger than their counterparts in the secondary system (32 years). These averages reflect quite different age profiles in the systems. The post-secondary system has the greatest concentration of students aged 19 to 24 years; half of the ABE students are 24 years of age or under compared with 39 percent for the secondary system. While both systems have approximately similar proportions of students aged 25 to 34 years, the secondary system has a much larger proportion of students aged 35 to 44 years (23%) than does the post-secondary system (14%).

Figure 3. Age Profiles of the 2004-05 ABE Cohort, Age 19 and Over, by Education System



Gender

Females out-numbered males among ABE students in both systems in 2004-05. In all but one age group and in both education systems, females made up more than 60 percent of the ABE student population. The exception was for the youngest students, aged 19 to 24 years, where females made up just under half of the ABE student population in the secondary system (49%) and 58 percent of the post-secondary ABE student population.

Table 1. Gender Distribution by Education System and Age Group

	Secondary			Post-Secondary[1]		
Age Group	Female	Male	%Female	Female	Male	% Female
19-24	6,445	6,756	48.8%	6,258	4,587	57.7%
25-34	5,050	3,271	60.7%	3,539	2,046	63.4%
35-44	5,300	2,464	68.3%	2,164	935	69.8%
45-54	2,460	1,252	66.3%	1,018	469	68.5%
55+	770	478	61.7%	392	225	63.5%
Grand Total	**20,025**	**14,221**	**58.5%**	**13,371**	**8,262**	**61.8%**

1. Note that 87 post-secondary records are missing gender. This table does not include students in ABE in both systems.

Aboriginal Status

There were 7,176 Aboriginal learners aged 19 and over in the 2004-05 ABE cohort. The proportion of students who identified themselves as Aboriginal at any point was higher in the post-secondary system than in the secondary system. In the secondary system, 11 percent of ABE students were Aboriginal and in the post-secondary system, the proportion was 14 percent. Within age groups, the proportion of students who self-identified as Aboriginal was consistently higher in the post-secondary system, except in the youngest age group of 19 to 24 years. Figure 2 (page 5) shows that the group that had the highest proportion of Aboriginal students is the group of students enrolled in ABE in both systems: 24 percent of this group were Aboriginal.

Table 2. Aboriginal Distribution by Education System and Age Group

	Secondary			Post-Secondary[1]		
Age Group	Aboriginal	Not Aboriginal	% Aboriginal	Aboriginal	Not Aboriginal	% Aboriginal
19-24	1,851	11,350	14.0%	1,336	9,551	12.3%
25-34	1,030	7,291	12.4%	918	4,692	16.4%
35-44	626	7,138	8.1%	455	2,656	14.6%
45-54	264	3,448	7.1%	204	1,291	13.6%
55+	74	1,174	5.9%	75	542	12.2%
Grand Total	**3,845**	**30,401**	**11.2%**	**2,988**	**18,732**	**13.8%**

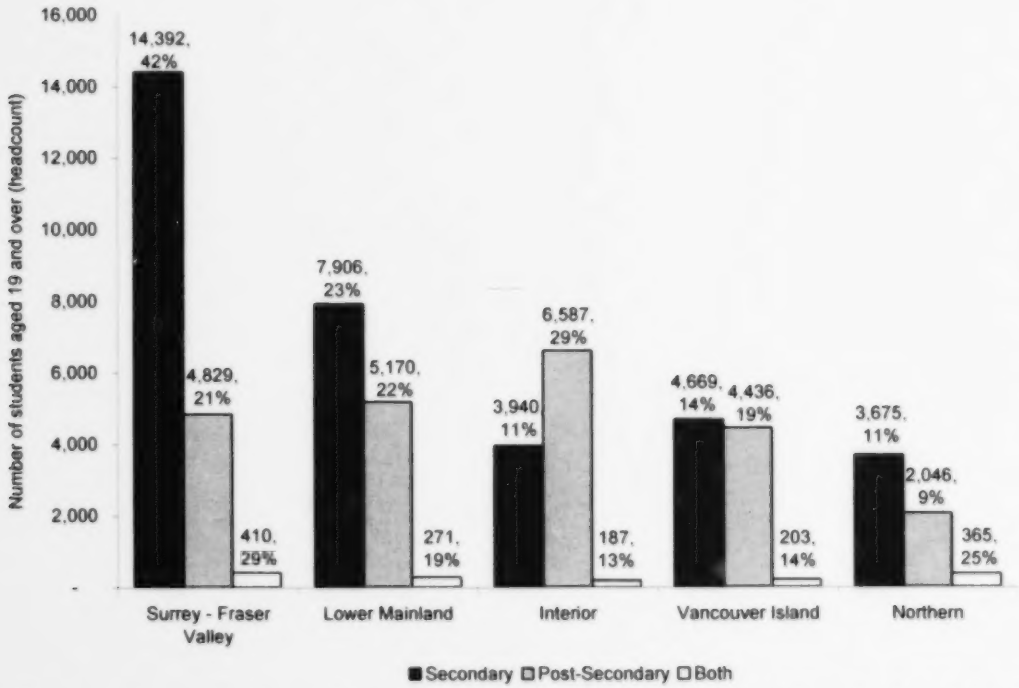
1. This table does not include students in ABE in both systems.

Regional Distribution

Figure 4 shows the distribution of ABE students aged 19 and over across regions of the province and education systems. The secondary system has its largest concentration of ABE students (42%) in the Surrey-Fraser Valley region; in this region, the post-secondary system has both fewer ABE students and proportionately half as many students (21%). By contrast, 29 percent of all ABE students in the post-secondary system are in the Interior region, compared with only 11 percent of secondary system ABE students. Although the number of ABE students is higher in the secondary system, the proportion of sector enrolments in post-secondary is higher in the Vancouver Island region (19% vs. 14% for secondary). The relative proportions of ABE students in the Lower Mainland and the Northern regions were more similar for the two education systems, although in both regions the number of learners is higher in the secondary system.

These differences between the education systems in the relative distribution of ABE students may reflect local arrangements between post-secondary and secondary institutions about one system providing the bulk of ABE in a given region. The differences may also be a result of the different levels of FTEs dedicated by particular colleges to providing ABE and/or of the strength of the presence of continuing education in various school districts.

Figure 4. Distribution of 2004-05 ABE Cohort Aged 19 and Over by Region and Education System



1) Figure 4 presents headcount information for each region. The regions were those in place during the period of this study. Some ABE students were enrolled in more than one institution in 2004-05 and therefore the total across all regions (59,086) is slightly higher than the unduplicated number of ABE students aged 19 and over from Figure 2, page 5 (57,376).
2) Percentages in Figure 4 reflect the distribution of ABE students across regions for each education system; the percentages for each education system sum to 100 percent.

1.5 Structure of the Report

The remainder of the report is divided into the sections outlined below.

Section 2: Looking Back
This section provides answers to the research questions that look at the prior academic achievements and transitions to ABE for the 2004-05 ABE cohort.

Section 3: Looking Ahead
This section answers the research questions that look forward from 2004-05—for instance, the length of time spent in ABE by those who first enrolled in 2004-05 and also the proportion who went on to study at the post-secondary level.

Section 4: Early Entry Cohort
An analysis of the cohort of students aged 15-17, who are too young to fit the traditional definition of an adult student, is provided here.

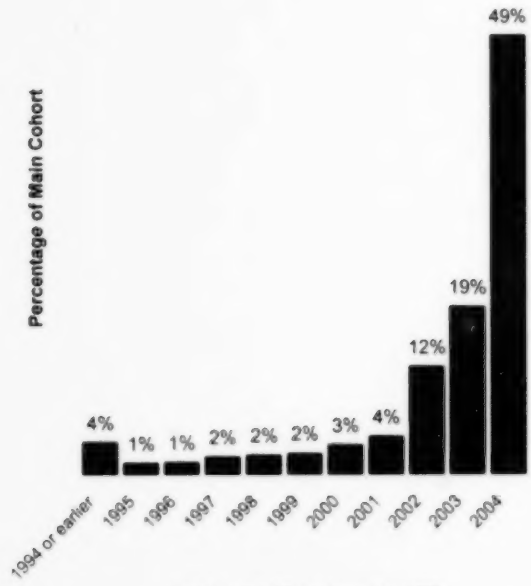
Section 5: Conclusion
The concluding section of the report provides a summary of the main findings, as well as suggestions for future research.

2 Looking Back

2.1 When did the students first enter an ABE course?

By definition, all of the students in this study were enrolled in ABE courses or programs in the 2004-05 academic year, but they did not all start their ABE studies in 2004-05. For each student in the Main Cohort, this question looks at the date of their *first* enrolment in ABE to see how long they had been an ABE student as of the 2004-05 academic year. However, these students may not necessarily have been continuously enrolled in ABE between the date of their first enrolment and the 2004-05 cohort year.

Figure 5. First Year of Enrolment in ABE for Main Cohort (age 18 and over)



Key Findings

- For approximately half (49%) of the students in the Main Cohort, 2004-05 was the first year of their enrolment in ABE studies.
- Most of the Main Cohort were first seen in ABE within three years of 2004-05—80 percent first enrolled between 2002 and 2004.
- A smaller number of students (2,174 or 4%) were first seen in ABE before 1995. The majority of these (just over 70 percent) were enrolled in the secondary system in 2004-05, while 27 percent were in the post-secondary system, and the remaining 3 percent were enrolled in ABE in both systems.

Table 3 shows the mean number of years between when students first enrolled in ABE and the cohort year, 2004-05. The figures in Table 3 are derived as the difference between a student's first date of ABE enrolment and the 2004-05 school year. For example, those who enrolled in ABE for the first time in 2004-05 were assigned a value of zero years, those who enrolled in 2003-04 were assigned a value of one year, and so on.

Table 3. Number of Years Between First ABE Enrolment and 2004-05 by Education System

	Main Cohort (Age 18 and Over)	
Education System	**Mean**	**N**
Secondary	2.0	34,633
Post-Secondary	1.2	24,774
Both Systems	2.2	1,418
Grand Total	**1.7**	**60,825**

Key Findings

- Overall, students had been enrolled in ABE for a relatively short period of time (average of 1.7 years prior to 2004-05). The majority (68%) first enrolled in either 2003-04 or 2004-05.
- Those studying ABE in the secondary system had first enrolled an average of 2.0 years prior to 2004-05 and those in the post-secondary system had first enrolled an average 1.2 years prior. This suggests that students spend longer, on average, in ABE studies in the secondary system than in the post-secondary system, which may be because they tend to start at lower grade levels.

2.2 What were the students' last grades of enrolment before entering ABE?

Students who enrol in ABE studies either did not complete their secondary studies the first time through, or they did not complete the credits required for them to progress to the post-secondary level in their desired program of study. While the data cannot tell us why students did not complete their studies initially, they do provide information about how far the students in the cohort progressed in their educational careers before they left and subsequently enrolled in ABE.

The last grade of enrolment prior to first enrolling as an adult is known for about half of the students in the Main Cohort (31,749/60,825=52%). The primary reason for unknown values in this area is that the last grade of enrolment was captured only for students who completed their initial studies as non-adults in BC after 1990 when the PEN was established.[3]

[3] About a quarter of the records with an unknown last grade are accounted for by students who either had no prior enrolment of any type in the BC education system or are old enough that a Personal Education Number (PEN) was not assigned to their prior education record. The remaining roughly 75 percent of records that have unknown values had a prior enrolment in the BC education system, but the enrolment was either as an adult (73%) or the enrolment did not have a grade associated with it (3% - e.g., home schooled, no grade assigned).

Table 4 shows the distribution of students across the last grades completed for the Main Cohort, with breakouts for the two cohort sub-groups and education system of ABE enrolment.

Table 4. Last Grade of Enrolment Prior to ABE by Age and Education System

Education System	Age			Percent		
	18	19 and Over	Main Cohort[1]	18	19 and Over	Main Cohort[1]
	n	n	n	%	%	%
All Systems Total						
Grade 10 and under	234	5,161	5,395	7.0%	18.2%	17.0%
Grade 11	365	6,384	6,749	10.9%	22.5%	21.3%
Grade 12	2,741	16,864	19,605	82.1%	59.4%	61.7%
Sub-Total	**3,340**	**28,409**	**31,749**	**100%**	**100%**	**100%**
Unknown	109	28,967	29,076			
Grand Total	**3,449**	**57,376**	**60,825**			
Secondary						
Grade 10 and under	97	3,623	3,720	26.3%	24.3%	24.4%
Grade 11	192	4,592	4,784	52.0%	30.8%	31.3%
Grade 12	80	6,688	6,768	21.7%	44.9%	44.3%
Sub-Total	**369**	**14,903**	**15,272**	**100%**	**100%**	**100%**
Unknown	18	19,343	19,361			
Grand Total	**387**	**34,246**	**34,633**			
Post-Secondary						
Grade 10 and under	134	1,362	1,496	4.5%	10.8%	9.6%
Grade 11	170	1,584	1,754	5.7%	12.5%	11.2%
Grade 12	2,659	9,716	12,375	89.7%	76.7%	79.2%
Sub-Total	**2,963**	**12,662**	**15,625**	**100%**	**100%**	**100%**
Unknown	91	9,058	9,149			
Grand Total	**3,054**	**21,720**	**24,774**			
Both Systems[2]						
Grade 10 and under	<5	176	179	-	20.9%	21.0%
Grade 11	<5	208	211	-	24.6%	24.8%
Grade 12	<5	460	462	-	54.5%	54.2%
Sub-Total	**8**	**844**	**852**	**100%**	**100%**	**100%**
Unknown	0	566	566			
Grand Total	**8**	**1,410**	**1,418**			

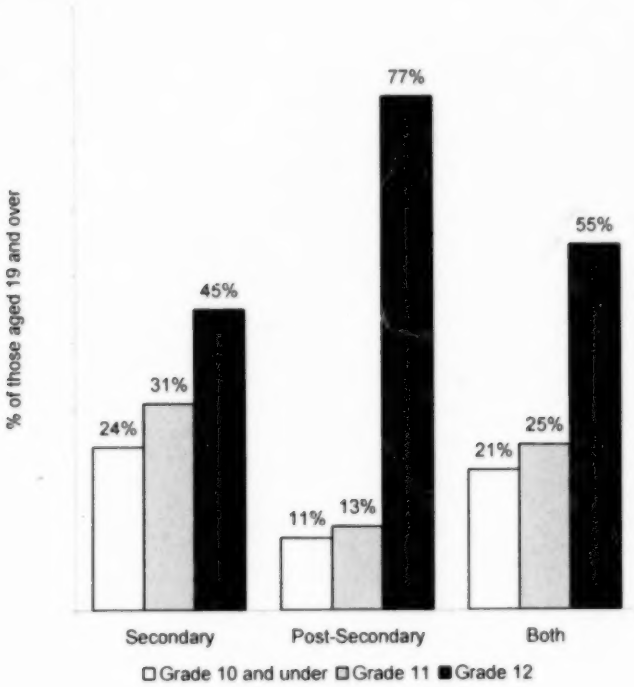
1. The Main Cohort includes all ABE students enrolled in 2004-05 who were age 18 or over. The Main Cohort is made up of two sub-groups: Age 18 and Age 19 and Over– see Figure 2, page 5.
2. In order to protect confidentiality, the actual values for cells with fewer than five records have been suppressed and are shown as <5.
3. Table 9 in Appendix 2 presents the same information with a more detailed grade breakdown.

Key Findings

- Table 4 shows that a majority (62%) of the Main Cohort was last enrolled in grade 12 before first enrolling in ABE studies in BC—a further 21 percent were last enrolled in grade 11. Seventeen percent of the students were at or below the grade 10 level before entering ABE.
- Table 4 also shows that the Age 18 sub-group, as a whole, is much more likely to have last been enrolled in grade 12 (82%) than ABE students who are 19 years of age or over (59%).
- Eighteen year-olds in the two education systems have very different profiles with respect to last grade completed. In the post-secondary system, they are more likely to have last been enrolled in grade 12 than their older counterparts (90% vs. 77%, respectively); however, the reverse is true for the secondary system (22% vs. 45%, respectively). This suggests that 18 year-olds in the post-secondary system are more likely to be upgrading in a particular subject area, perhaps to obtain a prerequisite for further studies, and those in the secondary system are more likely to be completing their high school diploma.
- Overall, ABE students in the post-secondary system tend to have a higher level of past academic achievement than those in the secondary system: 79 percent of the post-secondary ABE students had previously completed grade 12, compared with 44 percent of the secondary school students. At the other extreme, the secondary system has proportionately about twice as many students who last completed grade 10 or below (24%) as compared with the post-secondary system (10%).

Figure 6 illustrates the difference in the distribution of students by prior academic achievement across the education systems for the Age 19 and Over sub-group of the Main Cohort.

Figure 6. Last Grade of Enrolment Prior to ABE, Age19 and Over Sub-Group, by Education System



2.3 How long was the break between their last enrolment and entering ABE?

The ABE Student Mobility Committee was interested in knowing whether students enter ABE directly after leaving the regular secondary system, or do so after many years of not participating in any education. This is important because the students with the least amount of education are often most challenged in performing the everyday tasks of our increasingly complex society, and have the highest levels of unemployment. In addition, both educational systems are more able to reach recent leavers than potential students who have been away from education for many years.

Before enrolling in ABE, many students took a break from school, ranging from less than one year to 20 years. In order to determine how long the break was, the students' last date of enrolment in a BC secondary school was compared to their first enrolment as an adult in ABE. If the academic years for these two enrolments were the same, the student's break time was given a value of zero, if they differed by one, the student's break time was given a value of one year, etc.

As was the case with the last grade information (Table 4), just over half of the records have a valid value for last date of enrolment (32,541/60,825=53.5%).

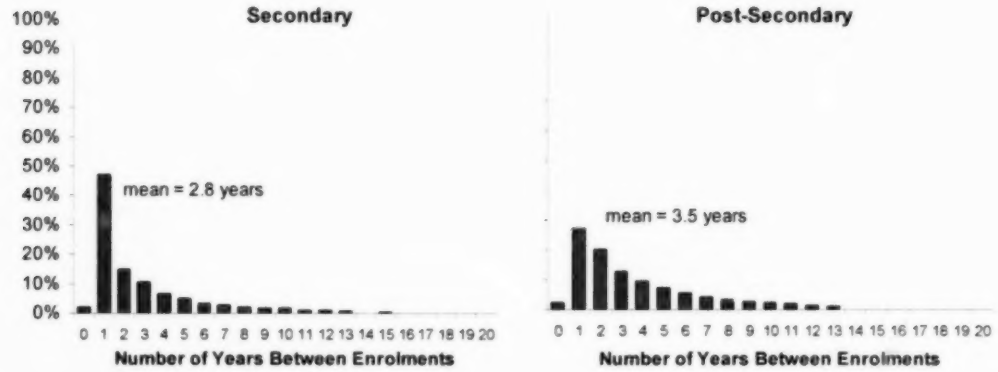
Table 5. Number of Years Between Last BC Secondary Enrolment and ABE by Cohort and Education System

	Age 19 and Over		Main Cohort (Age 18 and Over)	
Education System	Mean	n	Mean	n
Secondary	2.8	15,352	2.8	15,721
Post-Secondary	3.5	12,982	3.1	15,947
Both Systems	2.7	865	2.7	873
Sub-Total	**3.2**	**29,199**	**2.9**	**32,541**
Unknown		28,177		28,284
Grand Total		**57,376**		**60,825**

Key Findings

- On average, students in the Age 19 and Over sub-group took a break of just over three years (3.2 years) between their last, non-adult BC enrolment and first enrolling in ABE. Those in the post-secondary system waited slightly longer (3.5 years), compared with those in the secondary system (2.8 years) (Table 5).
- Figure 7 shows frequency distributions for students in the secondary and post-secondary systems, by the length of time between enrolments. The distribution is more skewed toward relatively short breaks in the secondary system than in the post-secondary system. Almost half (49%) of the ABE students in the secondary system took a break of one year or less before returning as an adult; on the post-secondary side, the proportion was lower, at 29 percent.

Figure 7. Number of Years Between Last Secondary Enrolment and First Entering ABE, Age 19 and Over by Education System



In order to better understand factors related to the length of break taken, the average break time for the Age 19 and Over sub-group was calculated based on a number of student characteristics: last grade of enrolment completed, aboriginal status and gender. While there was little overall difference in the average break times for females (3.2 years) and

males (3.1 years) and Aboriginals (3.1 years) and non-Aboriginals (3.2 years), there were some differences by last grade completed.

Table 6. Average Length of Time Between Last Enrolment and Entering ABE, Age 19 and Over, by Last Grade of Enrolment and Education System

Last Grade of Enrolment	Time Between Last Enrolment and Entering ABE					
	Secondary		Post-Secondary		Total	
	Mean	n	Mean	n	Mean	n
Grade 10 and under	3.5	3,623	4.0	1,362	3.6	5,161
Grade 11	2.3	4,592	2.9	1,584	2.4	6,384
Grade 12	2.5	6,688	3.6	9,716	3.1	16,864
All Grades	**2.7**	**14,903**	**3.5**	**12,662**	**3.1**	**28,409**
Unknown		19,343		9,058		28,967
Grand Total		**34,246**		**21,720**		**57,376**

1. A separate break out for students enrolled in ABE in both systems is not provided, but these students are included in the Total column.
2. Table 10 in Appendix 2 presents the same information with a more detailed grade breakdown.

Key Findings

- Table 6 shows that the lower the grade level of last enrolment, the longer students tended to wait before enrolling in ABE studies. Students who were last enrolled in studies at the grade 10 level or below, waited an average of 3.6 years before enrolling in ABE studies, compared with 3.1 years for those last enrolled in grade 12.
- For all last grades of enrolment, students continuing their ABE studies in the post-secondary system tended to wait longer, on average, before enrolling in ABE.
- There are students who return to education after many years: there were 1,024 students aged 19 and over whose last enrolment was 10 years before they first enrolled in ABE.

2.4 What was the credential status of the 2004-05 cohort?

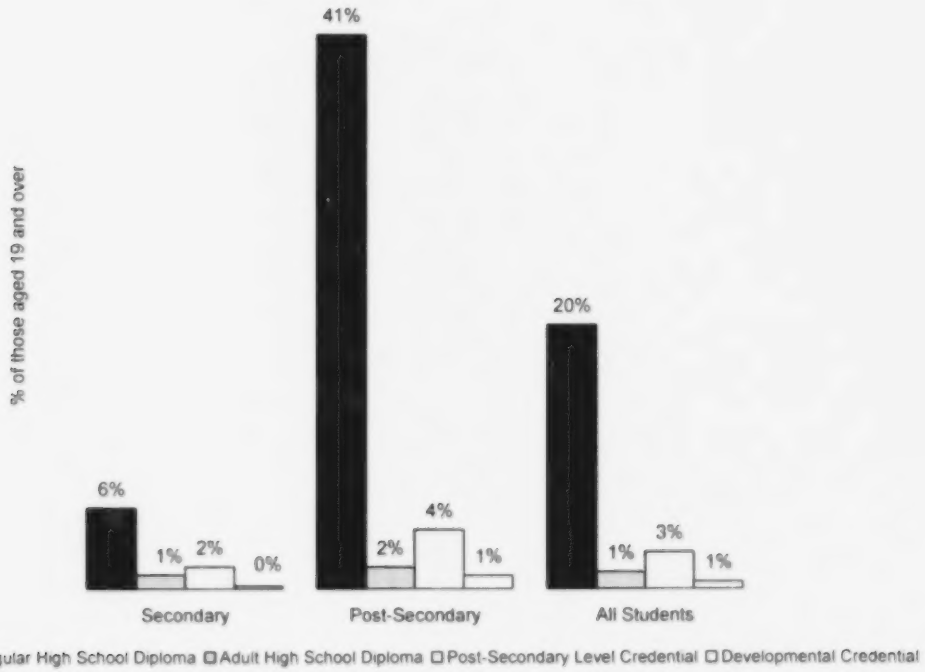
The dataset provides information about high school credentials issued by the BC Ministry of Education and about post-secondary level and developmental certificates issued by post-secondary institutions. The high school credential data captures students who completed their high school diploma in either education system and applied to the Ministry of Education for their diploma. Developmental certificates issued by the post-secondary system vary, depending on the focus of the program at a particular institution. They may represent high school completion, job readiness, or completion of a predetermined set of prerequisite courses (e.g. "Electronics Entry").

Those Enrolled in ABE in 2004-05

The credential analysis begins with an examination of the 2004-05 credential status of those aged 19 and over. As of 2004-05, these students had been enrolled in ABE for an average of 1.7 years and, therefore, the credentials they had earned represent a mix of credentials earned before enrolling in ABE and credentials earned while enrolled in ABE. Figure 8 shows, for

each education system, the percentage of students in the 2004-05 ABE cohort who had a credential in 2004-05. For instance, 9 percent of secondary ABE students had a credential in 2004-05 (sum of 6%, 1%, 2% and 0%); the remaining 91 percent of ABE students in the secondary education system did not have a credential.

Figure 8. Percentage of ABE Students with a Credential Issued Prior to 2004-05 by Education System and Type of Credential



Key Findings

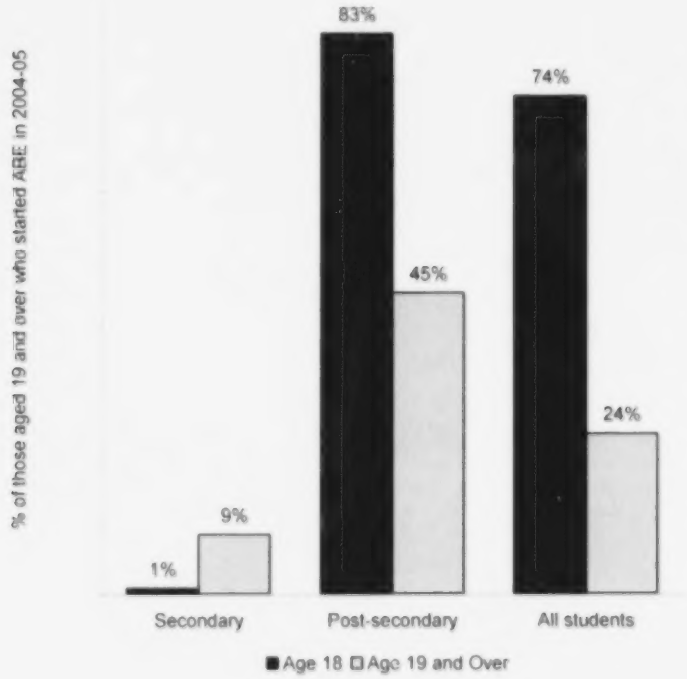
- Of the 57,376 students aged 19 and over who were enrolled in ABE in 2004-05, 11,923 or 21 percent, had been issued a high school diploma by the Ministry of Education before the 2004-05 academic year.
- Of those enrolled in ABE in the secondary system in 2004-05, 6 percent already had a regular BC high school diploma and 1 percent had already earned their diploma as an adult. In addition, 2 percent of ABE students in the secondary system had earned a post-secondary level credential issued by a post-secondary institution prior to 2004-05. These students have completed post-secondary programs that did not require a high school diploma (e.g. Welding, Resident Care Aide) or have completed a program that did not require advanced and provincial level math or science skills, and have returned to take these subjects in advance of entering other programs of study.
- In the post-secondary system, a much higher percentage (41%) already had a high school diploma and a small proportion had an adult diploma (2%). Another 5 percent of students taking ABE in the post-secondary system had completed either a post-

secondary level credential (4%) or a developmental credential (1%) issued by a post-secondary institution. ABE students who already have their high school diploma or a post-secondary level credential are likely working in specific subject areas to increase their skills, perhaps to enter a specific post-secondary program. Common among this group are people working on advanced levels of mathematics or chemistry, as well as those upgrading their English to reach a level required for some college programs.

Those Who First Entered ABE in 2004-05

The next portion of the credential analysis focuses on the sub-set of 26,586 students who *first* enrolled in ABE in 2004-05 and examines how many came to their ABE studies already having completed a credential. These "new students" to ABE are a little different in a number of ways from those shown in Figure 8.

Figure 9. Percentage of Students Who *Started* ABE in 2004-05 and Already had a High School Diploma by Education System and Age



It becomes clear that not only are the new ABE students different from the complete cohort with regard to whether they already possess a high school credential, but the post-secondary ABE students are highly likely to already possess a credential. This is consistent with the differing mandates that the two systems have created for themselves, and supports the existing differentiation of the systems.

Key Findings

- Of the 26,586 students aged 19 and over who first enrolled in ABE in the secondary or post-secondary systems in 2004-05, 6,344 or 24 percent had already earned a high school credential.
- Overall, students aged 19 and over were less likely to already have a high school credential when they started ABE than their younger counterparts (24% vs. 74%, respectively).
- While eighteen year-olds starting ABE in the post-secondary system were the most likely to already have a high school credential (83%), only 1 percent of 18 year olds starting ABE in the secondary system already had a high school diploma.
- ABE students aged 19 and over who started in the post-secondary system in 2004-05 were much more likely to already have a high school diploma than those starting out in the secondary system (45% vs. 9%, respectively).
- Regardless of education system or age, the most common type of credential earned prior to enrolling in ABE was the BC Secondary School Graduation Diploma. Almost all students who earned a high school credential before enrolling in ABE had earned this credential.

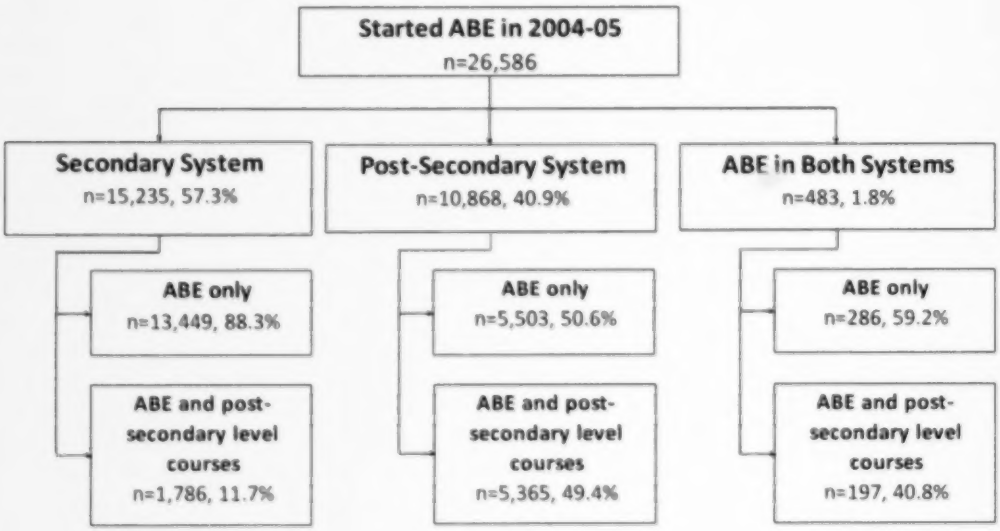
3 Looking Ahead

The next set of questions focuses on the sub-set of students aged 19 and over who started their ABE studies in 2004-05. The first question in this series provides context by profiling the enrolment patterns of students who started their ABE studies in 2004-05. The remainder of the questions in this section look forward and ask about how long these students stayed in ABE and about their transitions to post-secondary level studies after 2004-05.

3.1 What proportion of those students who enrolled for the first time in ABE in 2004-05 were also enrolled in post-secondary level studies?

Of the total 57,376 students in the Age 19 and Over sub-group of the Main Cohort, 26,586 (46%) began their ABE studies in the 2004-05 academic year. This question looks at the extent to which these ABE students were enrolled in post-secondary level studies *in the same year* that they were enrolled in ABE studies.[4]

Figure 10. Distribution of ABE Students Age 19 and Over Who First Enrolled in 2004-05, by Education System



Key Findings

- Across all education systems, just over a quarter (28%[5]) of students who started ABE in 2004-05 were also enrolled in post-secondary courses during that year. This reflects the "seamless" opportunities provided by the BC education system to allow students to upgrade while studying at the post-secondary level.

[4] Note that the data do not permit an analysis of whether enrolments in ABE and post-secondary studies took place concurrently or consecutively in the same year.

[5] This figure is calculated by adding the n's for the three boxes that show students enrolled in ABE and post-secondary level courses and dividing by the total number of students: (1,786+5,365+197)/26,586.

- For students enrolled in the post-secondary system, almost half (49%) were taking post-secondary level courses as well as ABE courses. This demonstrates the degree to which ABE is serving as an access route to other post-secondary programs for many of these students.
- In the secondary system, about 12 percent of ABE students who started in 2004-05 were also enrolled in non-ABE studies in the post-secondary system in the same year.[6]
- Forty-one percent of the 483 students who enrolled in both education systems for their first year of ABE, were also enrolled in post-secondary level courses.

3.2 What credentials did students who enrolled in ABE in 2004-05 earn between 2004-05 and the fall of 2007?

This question addresses one of the purposes of ABE programs. Particularly in the secondary system, ABE programs provide students with an opportunity to become high school graduates. Over the period 2004-05 to the fall of 2007, ABE students were issued high school credentials by the Ministry of Education, and they also earned post-secondary level and developmental credentials issued by the post-secondary system.

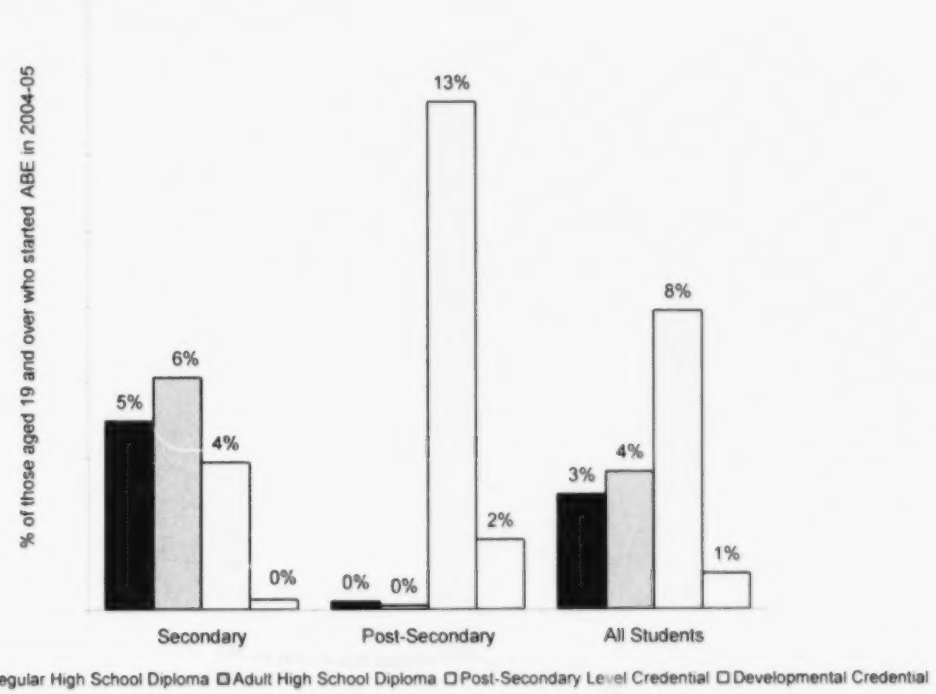
While earning a high school credential may be a main objective of ABE students in the secondary system, this goal is not generally shared by adult students participating in post-secondary ABE programs. Adult students in the post-secondary system consistently report that their desire is to develop the skills, or complete prerequisites, necessary to move on to other post-secondary education or to be promoted within the work force. A 2005 study of former ABE students from the post-secondary system found that abut 86 percent enrolled to upgrade or qualify for further education; only 13 percent enrolled with the goal of earning a high school credential.[7] As such, high school level credentials are not considered a primary value among students enrolled in the post-secondary system's ABE program.

---

[6] Note that of the 1,786 secondary ABE students also enrolled in the post-secondary system during the same year, about one-third (586) were enrolled in non-ABE studies that are not at the post-secondary level. These include developmental or skills courses that are not at the post-secondary level, but also not considered ABE.

[7] BC Stats (2006) *2005 ABE Survey: Report of Findings from the BC College and Institute Adult Basic Education (ABE) Outcomes Survey*. Prepared by the OWG, in collaboration with the Ministry of Advanced Education and Labour Market Development and ABE Deans and Directors. Available on the web at: http://www.aved.gov.bc.ca/abe/ABE_Report_of_Findings.pdf

Figure 11. Percentage of ABE Students Issued a Credential Between 2004-05 and Fall 2007 by Education System and Type of Credential



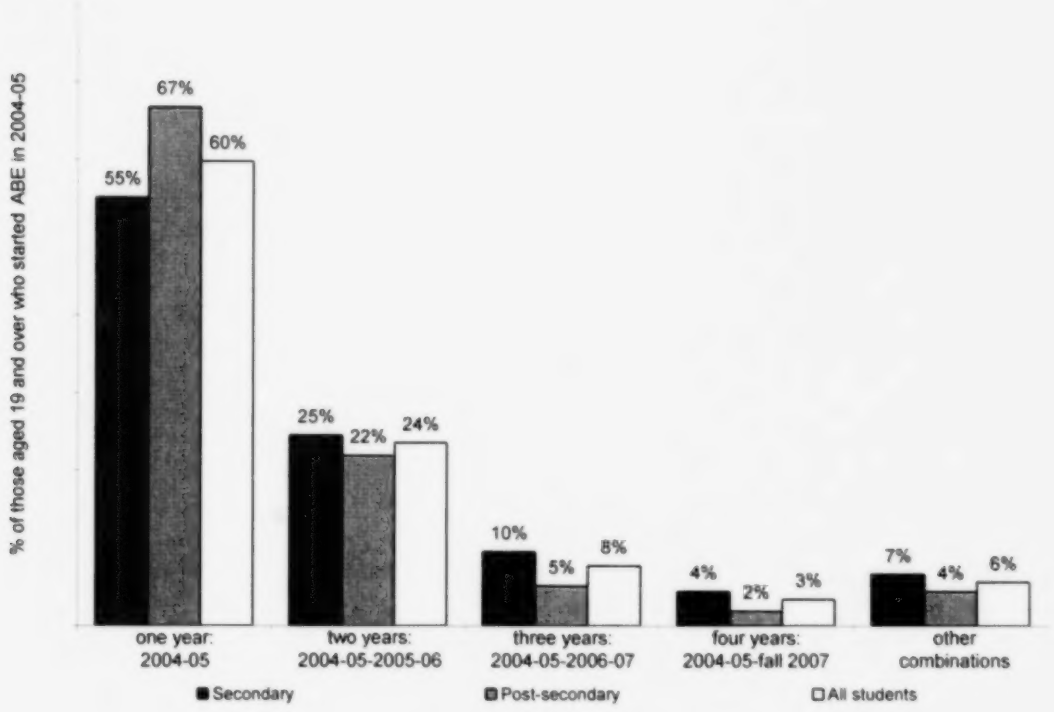
Key Findings

- Between 2004-05 and the fall of 2007, a total of 1,861 high school diplomas were awarded to this group of students: 7 percent of the 26,586 ABE students aged 19 and over who started ABE in 2004-05 earned high school diplomas issued by the Ministry of Education (11 percent of those who had been in the secondary system in 2004-05 and less than 1 percent of those who had been in the post-secondary system).
- Eight percent of all ABE students aged 19 and over who started ABE in 2004-05 were issued a post-secondary level credential between 2004-05 and the fall of 2007; 13 percent of those in the post-secondary system and 4 percent of those in the secondary system.
- Of those aged 19 and over who were issued a high school credential between 2004-05 and fall 2007 by the Ministry of Education, 55 percent were issued the BC Adult Graduation Diploma and 45 percent earned the BC Secondary Graduation Diploma.

3.3 For the group that started in 2004-05, how long did they spend in ABE over the period 2004-05 to fall 2007?

This question looks forward for the group of 26,586 ABE students who enrolled in 2004-05, to see how long they stayed in ABE. To answer this question the analysis steps forward one year at a time to see how many of the original group who started in 2004-05 are enrolled in ABE in each subsequent year up to fall 2007. Data are also provided for Aboriginal students. The question posed at this point is related to the ABE enrolments, not any post-secondary level enrolments.

Figure 12. Amount of Time in ABE for Students Who Enrolled in 2004-05 by Education System



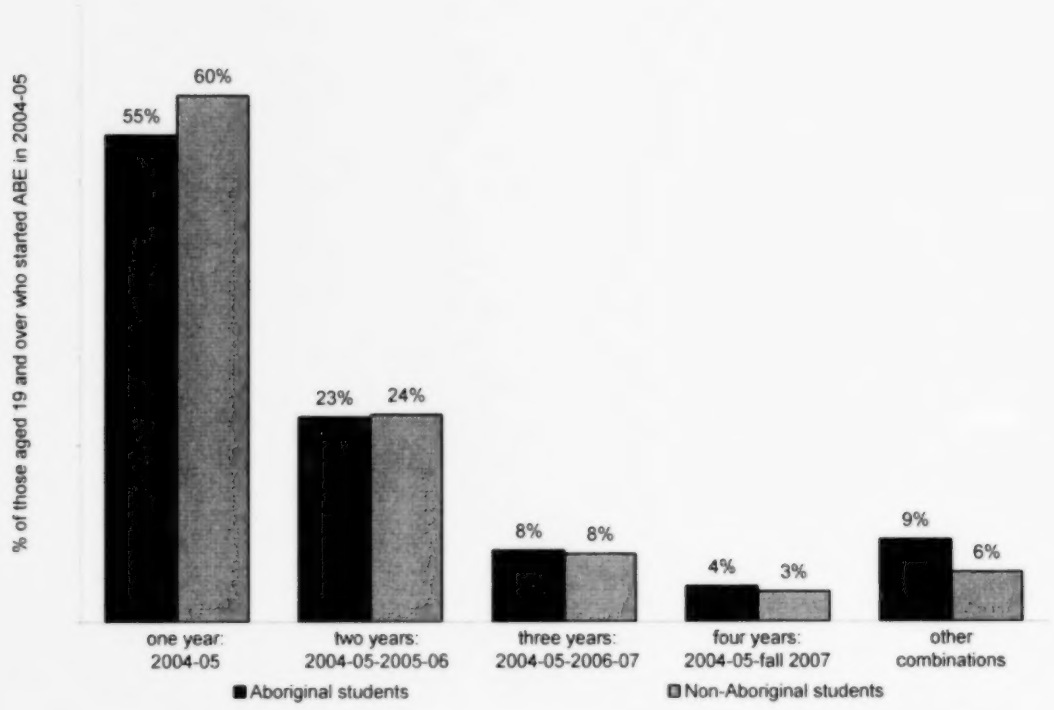
Key Findings

- For many students, ABE is a short experience, lasting not more than one year. Across systems, 60 percent of students who started ABE in 2004-05 were not enrolled again in ABE during the study window—up to fall 2007.
- A very small percentage of the original cohort (3%) was enrolled consistently in ABE each year for the full time period from 2004-05 to fall 2007.
- ABE students in the post-secondary system tended to move out of ABE studies faster than those in the secondary system—67 percent of post-secondary ABE students who started in 2004-05 just took ABE that one year, compared to 55 percent for the secondary system. At the other extreme, proportionately about twice as many students

in the secondary system remained enrolled in ABE either through to 2006-07 or to fall 2007 (14% versus 7%).

- A small proportion of students had breaks of at least one year in their ABE enrolment between 2004-05 and fall 2007. This group is shown in Figure 12 as "other combinations". The tendency to move in and out of ABE studies, with at least a one year break between enrolments, is slightly more common in the secondary system (7%) than in the post-secondary system (4%) (Table 11, Appendix 2).

Figure 13. Amount of Time in ABE for Students Who Enrolled in 2004-05, by Aboriginal Status



Key Findings

- Overall, the 2,684 students who self-identified as being Aboriginal tended to stay in ABE longer than the average for non-Aboriginal students. While 60 percent of non-Aboriginal students who enrolled in ABE in 2004-05 were only in ABE for that year, the same was true for a smaller percentage (55%) of Aboriginal students.
- In both the secondary and post-secondary systems, Aboriginal students were more likely to remain in ABE for a longer period of time. In the secondary system, 48 percent of Aboriginal ABE students were enrolled for just 2004-05, compared with 56 percent of non-Aboriginal students. Similarly, in the post-secondary system, 63 percent of Aboriginal students were enrolled for just 2004-05, compared with 67 percent of non-Aboriginal students (Table 12, Appendix 2).

- Aboriginal students across all systems were more likely to move in and out of ABE studies, with a period of at least one year off. Overall, 9 percent of Aboriginal students showed this pattern of "interrupted" studies, compared with 6 percent of non-Aboriginal students. The rate of "interrupted" studies was particularly high in the secondary system for Aboriginal students (12%), compared to all non-Aboriginal students in that system (6%) (Table 12, Appendix 2).

3.4 What proportion of students who enrolled in ABE in 2004-05 went on to enter post-secondary programs and courses over the next three years?

The previous analysis of ABE enrolments begs a more in-depth look at what happens to those students who leave ABE using data from the Student Transitions Project (STP) to find subsequent enrolments in public post-secondary institutions. Do they enrol in other post-secondary programs? The study dataset includes information about each student's enrolments in the years subsequent to 2004-05 up to fall 2007 in BC colleges, university colleges, institutes, and universities.

The data below show students transitioning out of ABE into post-secondary studies and out of the secondary and post-secondary systems altogether. In each year subsequent to 2004-05 up to fall 2007, a group of students is identified in Table 7 who are "no longer enrolled". These are students who started ABE in 2004-05 and who were not enrolled in either education system in any capacity in the subsequent year indicated in the table. There are a range of possible outcomes associated with these students (they may have graduated from ABE and/or post-secondary studies, have dropped out, have transitioned to the workforce, be enrolled at a private training institution, or have moved out of the province).

Table 7. Student Flows by Education System and Level, 2004-05 to Fall 2007

Level	Education System of 2004-05 ABE Enrolment					
	Count			Percentage Distribution		
	Secondary	Post-Secondary	Both	Secondary	Post-Secondary	Both
2004-05						
In ABE only	13,449	5,503	286	88.3%	50.6%	59.2%
In ABE & post-sec.	1,786	5,365	197	11.7%	49.4%	40.8%
In post-sec. only	-	-	-	-	-	-
No longer enrolled	-	-	-	-	-	-
	15,235	**10,868**	**483**	**100%**	**100%**	**100%**
2005-06						
In ABE only	5,308	1,697	132	34.8%	15.6%	27.3%
In ABE & post-sec.	651	1,508	99	4.3%	13.9%	20.5%
In post-sec. only	1,529	3,356	105	10.0%	30.9%	21.7%
No longer enrolled	7,747	4,307	147	50.9%	39.6%	30.4%
	15,235	**10,868**	**483**	**100%**	**100%**	**100%**
2006-07						
In ABE only	2,448	587	65	16.1%	5.4%	13.5%
In ABE & post-sec.	390	503	38	2.6%	4.6%	7.9%
In post-sec. only	1,888	3,677	147	12.4%	33.8%	30.4%
No longer enrolled	10,509	6,101	233	69.0%	56.1%	48.2%
	15,235	**10,868**	**483**	**100%**	**100%**	**100%**
Fall 2007						
In ABE only	1,025	259	23	6.7%	2.4%	4.8%
In ABE & post-sec.	86	148	13	<1%	1.4%	2.7%
In post-sec. only	1,325	2,511	108	8.7%	23.1%	22.4%
No longer enrolled	12,799	7,950	339	84.0%	73.2%	70.2%
	15,235	**10,868**	**483**	**100%**	**100%**	**100%**

1. Post-secondary enrolments are based on STP data and include enrolments in all public colleges, university colleges, institutes, and universities in British Columbia.

Student movement into and out of ABE is relatively rapid, and these data reveal the rates of entering post-secondary level studies are somewhat higher than might have been expected. Differences between the two systems again reflect the differing mandates.

Key Findings

- The 2004-05 section of Table 7 shows the same information presented in Figure 10, page 21—the distribution of students who started ABE in 2004-05 across different enrolment types. In the secondary system, the vast majority of students (88%) are focused solely on ABE, whereas the post-secondary students are about evenly split between studying ABE only and taking post-secondary courses in addition to ABE.
- Stepping forward one year to 2005-06, the distribution of this same group of students who started ABE in 2004-05 has changed dramatically. On the secondary side, 35 percent remain enrolled solely in ABE, 14 percent have gone on to post-secondary studies (either in conjunction with ABE or not) and about half are no longer enrolled in either education system. On the post-secondary side, the rate of ABE students going on to post-secondary studies is much higher at 45 percent. After one year, about 40

percent of the original ABE post-secondary cohort is no longer enrolled in either the secondary or post-secondary systems.

- For both the secondary and post-secondary systems, the percentage of students enrolled solely in post-secondary courses rises until 2006-07 when it peaks at 12 percent for students originating in the secondary system and just over a third for students from the post-secondary system.
- Students taking ABE in the secondary system tend to stay in ABE for a longer period of time, which is consistent with the earlier data showing that they started at a lower grade level. In 2005-06, 39 percent of the original secondary cohort was still taking ABE compared with 20 percent of the post-secondary group. By fall 2007, 7 percent of the original secondary cohort remained enrolled in ABE, compared with 2 percent of the post-secondary group.
- Skipping forward to fall 2007, almost a quarter of the original post-secondary ABE cohort is enrolled in post-secondary studies either with ABE (1%) or in post-secondary courses only (23%). The rates are lower on the secondary side, with 9 percent enrolled in post-secondary courses, and approximately 1 percent enrolled in ABE and post-secondary courses.
- By fall 2007, most of the students are no longer enrolled in either system—84 percent of the original secondary cohort and 73 percent of the post-secondary cohort are no longer enrolled in either system.

3.5 Did students attend ABE on a full-time or part-time basis?

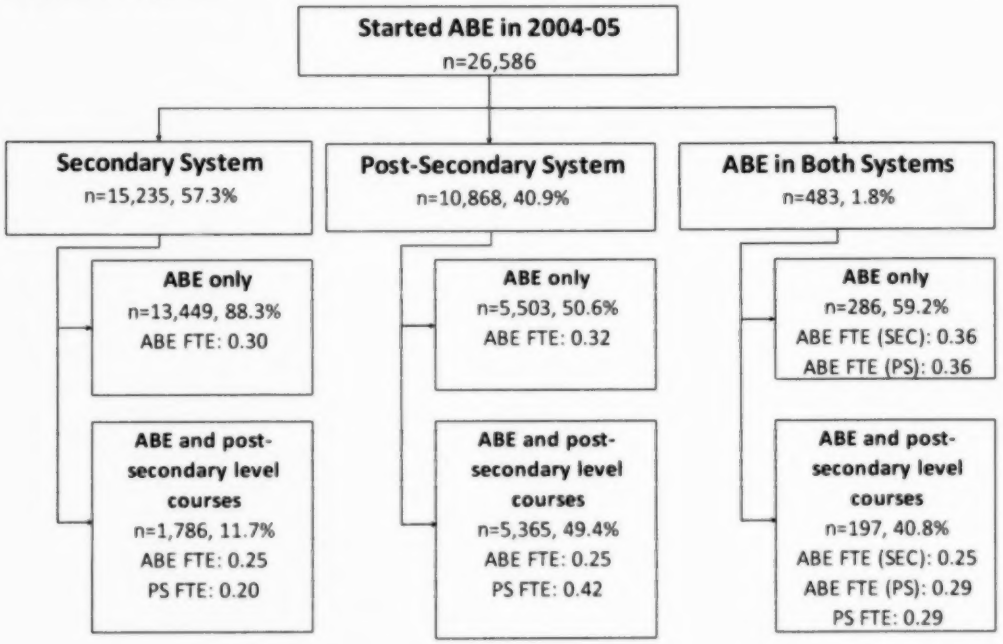
The question of whether students attended ABE on a full-time or part-time basis is answered by examining FTE or full-time equivalent data. While the previous section showed how the distribution of students across different enrolment types varied from year to year, the answer to this question shows how the students' emphasis shifts, as indicated by the amount of time spent in different enrolment types.

A full-time student in a full-time program would generate an FTE of 1.0 over an academic year: a full-time student is one who is enrolled in all the requirements of a program of study in an academic year. For ABE in the secondary system, 1.0 FTE would require enrolment in 8 courses. For the post-secondary system, it would be measured more by the number of course hours in a year. The enrolments of part-time students are converted to full-time equivalents based on their course registrations as a proportion of a full-time course load.

Most students attend ABE on a part-time basis, and therefore most ABE students generate less than a full FTE: for instance, students taking only a class or two of ABE would generate between 0.2 and 0.3 FTE. The study dataset includes FTE values for each student's ABE and post-secondary enrolments in 2004-05 and in subsequent years up to 2006-07. FTE data is not available for the fall of 2007 because this was a partial year in the dataset and, therefore, the FTE values would not be comparable with those for previous years.

Figure 14 shows the student distribution information from Figure 10 (page 21) and adds information about the FTE characteristics of each sub-group of students in 2004-05.

Figure 14. FTE Characteristics of ABE Students Who First Enrolled in 2004-05, by Education System



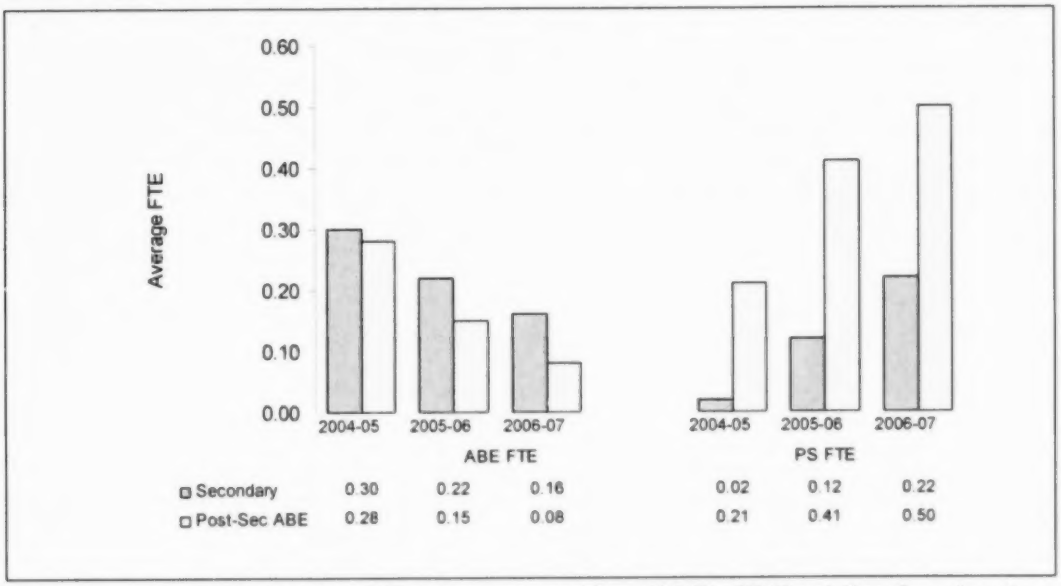
1. Post-secondary FTE data are sourced from ALMD's CDW and, therefore, do not include students who transitioned to Simon Fraser University, Royal Roads University, the University of British Columbia, the University of Victoria, or the University of Northern British Columbia.

Key Findings

- Students tend to study ABE on a part-time basis, with the average ABE FTE across all systems equal to 0.30 (representing just over 2 courses each, on average).
- Students taking only ABE studies tended to have slightly higher ABE FTEs than those taking both ABE and post-secondary level studies.
- Those taking ABE and post-secondary level courses in the post-secondary system had the highest post-secondary FTE of all of the sub-groups (0.42). This might represent students who are essentially full-time students, with about half their courses at the ABE level and half at the post-secondary level.

Figure 15 shows the increasing emphasis of students, particularly those originating in the post-secondary system, on post-secondary level programs through time. The graph plots the average ABE and post-secondary FTEs for students who first enrolled in ABE in 2004-05.

Figure 15. Average ABE and Post-Secondary FTEs for Students Who Started ABE in 2004-05, by Year and Education System



1. Post-secondary FTE data are sourced from ALMD's CDW and, therefore, do not include students who transitioned to Simon Fraser University, Royal Roads University, the University of British Columbia, the University of Victoria, or the University of Northern British Columbia.

Key Findings

- Figure 15 shows the average ABE FTE decreasing over time for students in both education systems and the average post-secondary level FTE increasing over the same period.
- By 2006-07, the average post-secondary level FTE for students who started ABE in the post-secondary system was 0.50, which is six times the average ABE FTE for the same group of students (0.08).
- While the average post-secondary level FTE increases over time for students who started their ABE in the secondary system, the rate of increase is lower than for students who started ABE in the post-secondary system. By 2006-07 the average ABE and post-secondary level FTEs are similar for students who started ABE in the secondary system (ABE FTE = 0.16 and post-secondary FTE = 0.22).
- Table 13 (Appendix 2) provides detailed FTE information.

4 Early Entry Cohort

In Figure 2 (page 5), a small group of 613 students was identified as the Early Entry Cohort. These students are between 15 and 17 years of age and are enrolled as adults in the post-secondary system. This group is of interest because they are younger than what is traditionally considered an adult for enrolment purposes, which raises questions about their reasons for enrolling in post-secondary ABE studies at such a young age.

4.1 Where did the Early Entry Cohort enrol in ABE?

Table 8 shows the distribution of the 629 Early Entry enrolments across regions in BC. Sixteen of the 613 early entry students had two post-secondary enrolments in 2004-05 so that, altogether, they accounted for 629 post-secondary ABE enrolments. The table also shows the regional distribution of the 29,704 post-secondary enrolments for ABE students age 19 and over in 2004-05.

Compared with the distribution of enrolments for those age 19 and over, it is clear that the Early Entry Cohort is relatively concentrated in institutions in the Northern region of the province; 27 percent of enrolments by Early Entry students are in the Northern region, compared with 9 percent of those aged 19 and over. There is also a slightly higher concentration of the Early Entry cohort in the Interior region.

The relative concentration of the Early Entry Cohort in more rural areas of the province likely reflects the tendency for local secondary schools and colleges to co-operate in those areas to ensure that students are able to meet their educational needs. For example, sometimes a local high school in a rural area cannot offer a particular elective or science course, but students can enrol in the local community college and get access to the course or labs needed for the subject they wish to pursue. The co-operation can sometimes be used to customize a program of study to a particular student; for instance, students with strong math skills will sometimes be encouraged to enrol in a local college to complete their high school math courses with enriched academic curriculum. Such students are then able to use these courses towards their graduation program requirements.

Table 8. Enrolments in the Post-Secondary System for the Early Entry Cohort and Age 19 and Over Sub-Group, by Region, 2004-05

	Early Entry Cohort		Age 19 and Over	
Region	n	%	n	%
Lower Mainland	127	20%	8,371	28%
Surrey-Fraser Valley	65	10%	6,033	20%
Vancouver Island	87	14%	5,126	17%
Interior	178	28%	7,391	25%
Northern	172	27%	2,783	9%
Grand Total	**629**[1]	**100%**	**29,704**[1]	**100%**

1. The 629 enrolments are from the 613 students in the Early Entry Cohort, see Figure 2, page 5. The 29,704 enrolments come from the 27,184 students age 19 and over with a post-secondary enrolment in 2004-05, see Figure 2, page 5. The number, 27,184, is arrived at by adding the following from Figure 2: (4,054+21,720+1,410).

5 Conclusion

For over a decade, the Ministry of Education and the Ministry of Advanced Education and Labour Market Development have been working toward a shared goal of creating an integrated, learner-centred approach to ABE programming. However, with student-level data maintained and stored in a variety of school and ministry information systems, it was challenging to measure the extent to which the goal was being achieved. A major contribution of this project is the development of a methodology, developed jointly by the two ministries, for the selection of a combined cohort of ABE students linked to the Personal Education Number or PEN.

The cohort of over 61,000 students identified for the 2004-05 academic year is the basis for drawing a system-wide picture of student enrolments in ABE. Its identification, and the ability to track student progress in the education system until fall 2007, allow a host of research questions to be answered and provide a first glimpse of the characteristics of ABE students in each educational system, how students move between the two systems, and the extent to which they transition to post-secondary studies.

Some key findings that highlight differences between ABE students in the secondary and post-secondary systems are summarized below.

5.1 Summary of Key Findings

The level of prior academic achievement for ABE students tends to be lower for those in the secondary system than for those in the post-secondary system.

- Seventy-nine percent of post-secondary ABE students 18 years of age or older had previously completed grade 12, compared with 44 percent of secondary school students. The secondary system has proportionately more than twice as many students who last completed grade 10 or under (24%) as compared with the post-secondary system (10%).
- Reflecting their lower past academic achievement, students tend to spend longer in ABE in the secondary system than in the post-secondary system. ABE students in the secondary system first enrolled an average of 2.0 years prior to 2004-05 and those in the post-secondary system first enrolled an average of 1.2 years prior.

Eighteen year-olds in the two educational systems have very different profiles with respect to past academic achievement.

- In the post-secondary system, 18 year olds are more likely to have last been enrolled in grade 12 than their older counterparts (90% vs. 77%, respectively); however, the reverse is true for the secondary system (22% vs. 45%, respectively). This suggests that 18 year-olds in the post-secondary system are more likely to be upgrading in a particular subject area, perhaps to obtain a prerequisite for further studies, and those in the secondary system are more likely to be completing their high school diploma.

ABE students in the secondary system tend to wait a shorter period of time between last being enrolled as a non-adult and first enrolling in ABE.

- Almost half (49%) of ABE students aged 19 and over in the secondary system took a break of one year or less before returning as an adult; on the post-secondary side, the proportion was lower, at 29 percent.
- In both systems, students with lower levels of past academic achievement tended to wait longer to enrol as an adult. However, the tendency for students in the secondary system to have a shorter break between enrolments was consistent for each last grade of enrolment.

Credential data provide evidence that ABE students are more likely to be using the post-secondary system to upgrade in specific subject areas and the secondary system to achieve a high school credential.

- In 2004-05, 21 percent of the 57,376 students aged 19 and over across the two systems already had a high school diploma issued by the Ministry of Education.
- Seven percent of those in the secondary system already had their high school diploma in 2004-05.
- In the post-secondary system, a much higher percentage (43%) already had a high school diploma. ABE students who already have their high school diploma are likely working in specific subject areas to increase their skills, perhaps to enter a post-secondary program.
- Between 2004-05 and the fall of 2007, a total of 8 percent of ABE students aged 19 and over earned high school diplomas (12 percent of those who had been in the secondary system in 2004-05 and less than 1 percent of those who had been in the post-secondary system).

Post-secondary ABE students are more likely than secondary students to have already earned a high school diploma before first enrolling in ABE.

- ABE students age 19 and over who started in the post-secondary system in 2004-05 were much more likely to already have a high school diploma than those starting out in the secondary system (45% vs. 9%, respectively).
- Eighteen year-olds starting ABE in the post-secondary system in 2004-05 were the most likely to already have a high school credential (84%); only 1 percent of 18 year olds *starting* ABE in the secondary system in 2004-05 already had a high school diploma.

ABE students are recognizing and taking advantage of the "seamless" opportunities provided by the BC education system to upgrade while studying at the post-secondary level.

- System-wide, 28 percent of students who started ABE in 2004-05 were also enrolled in post-secondary courses during that year. For students enrolled in the post-secondary system, almost half (49%) took post-secondary level courses in the same year. On the secondary side, about 12 percent of ABE students who started in 2004-05 were also enrolled in non-ABE studies in the post-secondary system.

In the post-secondary system, ABE students are more likely to earn a post-secondary credential than a high school credential.

- Thirteen percent of those who started ABE in the post-secondary system in 2004-05 had been issued a post-secondary credential by the fall of 2007, 2 percent had earned a developmental credential, and less than 1 percent had earned a high school credential.

For many students, ABE is a short experience, lasting not more than one year.

- Across systems, 60 percent of students who started ABE in 2004-05 were not enrolled again in ABE during the study window—up to fall 2007; only a very small percentage of the original cohort (3%) were enrolled consistently in ABE each year for the full time period from 2004-05 to fall 2007.
- ABE students in the post-secondary system tended to move out of ABE studies faster than those in the secondary system—67 percent of post-secondary ABE students who started in 2004-05 just took ABE that one year, compared with 55 percent for the secondary system. At the other extreme, proportionately about twice as many students in the secondary system remained enrolled in ABE either through to 2006-07 or to fall 2007 (14% versus 7%).

Students tend to take ABE on a part-time basis.

- The average ABE FTE in all systems (0.30) was well below the full-time equivalent of 1.0.

Those studying ABE in the post-secondary system transition to post-secondary studies at higher rates.

- After one year in ABE, 45 percent of the post-secondary cohort were taking post-secondary courses either in addition to ABE or on their own, compared with 14 percent of the secondary cohort.
- For both systems, the percentage of students enrolled solely in post-secondary courses rose until 2006-07 when it peaked at 12 percent for students originating in the secondary system and just over a third for students from the post-secondary system.

The relative emphasis on post-secondary studies increases substantially over time for those in the post-secondary system.

- Over time, the average ABE FTE decreases for students in both education systems and the average post-secondary level FTE increases. For those who started ABE in the post-secondary system in 2004-05, the average post-secondary level FTE in 2006-07 is six times the average ABE FTE.

The relative concentration of the Early Entry Cohort in more rural areas of the province may reflect the tendency for local secondary schools and colleges to co-operate in those areas to ensure that students are able to meet their educational needs.

- Twenty-seven percent of enrolments by Early Entry students are in the Northern region, compared with 9 percent of the Age 19 and Over sub-group. There is also a slightly higher concentration of the Early Entry cohort in the Interior region.

5.2 Suggestions for Future Research

Throughout the research phase of the study, many more questions of interest arose regarding the ABE cohort than could be addressed in this pilot study. It is recommended that government and the education institutions continue to analyse the evolving relationship between the two education systems in the delivery of ABE.

This study laid a foundation of tables, graphics, and findings for future work. Other research may introduce a longitudinal component by revisiting the same 2004-05 ABE cohort to see the extent to which they return to the BC educational system. Future research may also involve the selection of a new cohort based on the criteria established in this study. What follows is a summary of some of the specific directions that have been identified for future work in this area.

1. The cohort selected for this study precedes the announcement of the Education Guarantee, which extended free access to ABE programs. This allows for analysis of the impact of the Education Guarantee by comparison of the 2004-05 cohort with a future cohort.
2. Develop data that permit one to identify if students are concurrently enrolled in ABE and post-secondary studies or enrolled consecutively in the same year.
3. Study the courses taken by ABE students in each system, and the average length of time to complete types of courses such as Math and English.
4. Add geographical information to the analysis data file to permit analysis of how observed patterns vary across the various regions of the province.
5. Improve the range of data available in the area of post-secondary studies of ABE students: for instance, program or course, academic performance, and completion rates.
6. Explore the possibility of merging contextual information from the Census, or other data sources, with the ABE data. This would allow a socio-economic profile by region of the province to be set as a backdrop to observed patterns in ABE.
7. Investigate how to capture data regarding high school credentials issued by the post-secondary system.

Appendix 1: ABE Student Mobility Committee Members

Committee Chair

Patricia Beatty-Guenter, Manager Student Research and Reporting, Information and Data Management Branch, Ministry of Advanced Education and Labour Market Development

Committee Members

John Boraas, Dean of Access and First Nations Education, Camosun College

Charito Elderfield, Manager, Learning Initiatives Branch, Ministry of Education

Devron Gaber, Associate Director, BC Council on Admissions and Transfer

Shelley Gilmour, Education Officer, Developmental Programs, Learning Programs Branch, Ministry of Advanced Education and Labour Market Development

Hugh Judd, Coordinator, Central Data Warehouse, Information and Data Management Branch, Ministry of Advanced Education and Labour Market Development

Michael Khoo, Director of Instruction-Continuing Education, School District No. 38 (Richmond)

Julie Labelle, Senior Research Analyst, Surveys and Data Exchange Unit, Education System, Information and Research Branch, Ministry of Education

Alex Mann, Team Lead – Surveys and Data Exchange Unit, Education System, Information and Research Branch, Ministry of Education

Appendix 2: Detailed Tables

Table 9. Detailed Last Grade of Enrolment by Age and Education System

Education System	Age			Percent		
	18	19 and Over	Main Cohort[1]	18	19 and Over	Main Cohort[1]
	n	n	n	%	%	%
Secondary						
Secondary Ungraded[2]	13	1,638	1,651	3.5%	11.0%	10.8%
Elementary or <9	<5	275	278	0.8%	1.8%	1.8%
Grade 9 and 10	81	1,710	1,791	22.0%	11.5%	11.7%
Grade 11	192	4,592	4,784	52.0%	30.8%	31.3%
Grade 12	80	6,688	6,768	21.7%	44.9%	44.3%
Sub-Total	**369**	**14,903**	**15,272**	**100%**	**100%**	**100%**
Unknown	18	19,343	19,361			
Grand Total	**387**	**34,246**	**34,633**			
Post-Secondary						
Secondary Ungraded[2]	38	635	673	1.3%	5.0%	4.3%
Elementary or <9	23	106	129	0.8%	0.8%	0.8%
Grade 9 and 10	73	621	694	2.5%	4.9%	4.4%
Grade 11	170	1,584	1,754	5.7%	12.5%	11.2%
Grade 12	2,659	9,716	12,375	89.7%	76.7%	79.2%
Sub-Total	**2,963**	**12,662**	**15,625**	**100%**	**100%**	**100%**
Unknown	91	9,058	9,149			
Grand Total	**3,054**	**21,720**	**24,774**			
Both Systems						
Secondary Ungraded[2]	-	74	74	0%	8.8%	8.7%
Elementary or <9	-	15	15	0%	1.8%	1.8%
Grade 9 and 10	<5	87	90	37.5%	10.3%	10.6%
Grade 11	<5	208	211	37.5%	24.6%	24.8%
Grade 12	<5	460	462	25.0%	54.5%	54.2%
Sub-Total	**8**	**844**	**852**	**100%**	**100%**	**100%**
Unknown	0	566	566			
Grand Total	**8**	**1,410**	**1,418**			
All Systems Total						
Secondary Ungraded[2]	51	2,347	2,398	1.5%	8.3%	7.6%
Elementary or <9	26	396	422	0.9%	1.4%	1.3%
Grade 9 and 10	157	2,418	2,575	4.7%	8.5%	8.1%
Grade 11	365	6,384	6,749	10.9%	22.5%	21.3%
Grade 12	2,741	16,864	19,605	82.1%	59.4%	61.7%
Sub-Total	**3,340**	**28,409**	**31,749**	**100%**	**100%**	**100%**
Unknown	109	28,967	29,076			
Grand Total	**3,449**	**57,376**	**60,825**			

1. The Main Cohort includes all ABE students enrolled in 2004-05 who were age 18 or over. The Main Cohort is made up of two sub-groups: Age 18, and Age 19 and Over– see Figure 2 (page 5).
2. "Secondary Ungraded" includes students who studied between the grade 8 and 12 levels, but school personnel did not consider them to be in a specific grade.

Table 10. Average Length of Time Between Last Enrolment and Entering ABE, Age 19 and Over, by Detailed Last Grade of Enrolment and Education System

Last Grade of Enrolment	Time Between Last Enrolment and Entering ABE					
	Secondary		Post-Secondary		Total	
	Mean	n	Mean	n	Mean	n
Secondary Ungraded[1]	2.9	1,638	3.1	635	2.9	2,347
Elementary or <9	5.5	275	6.9	106	5.8	396
Grade 9 and 10	3.8	1,710	4.3	621	3.9	2,418
Grade 11	2.3	4,592	2.9	1,584	2.4	6,384
Grade 12	2.5	6,688	3.6	9,716	3.1	16,864
All Grades	**2.7**	**14,903**	**3.5**	**12,662**	**3.1**	**28,409**
Missing		19,343		9,058		28,967
Grand Total		**34,246**		**21,720**		**57,376**

1. "Secondary Ungraded" includes students who studied between the grade 8 and 12 levels, but school personnel did not consider them to be in a specific grade.
2. A separate break out for students enrolled in ABE in both systems is not provided, but these students are included in the Total column.

Table 11. Time Spent in ABE by Students Who Enrolled in 2004-05 by Education System

	Secondary		Post-Secondary		Both		All Education systems	
	n	%	n	%	n	%	n	%
Continuous ABE Enrolment								
In 04-05	8,394	55.1%	7,253	66.7%	230	47.6%	15,877	59.7%
In 04-05 & 05-06	3,736	24.5%	2,381	21.9%	140	29.0%	6,257	23.5%
In 04-05, 05-06 & 06-07	1,440	9.5%	553	5.1%	63	13.0%	2,056	7.7%
In 04-05, 05-06, 06-07 & Fall 2007	666	4.4%	204	1.9%	24	5.0%	894	3.4%
Sub-total	*14,236*	*93.4%*	*10,391*	*95.6%*	*457*	*94.6%*	*25,084*	*94.4%*
Discontinuous ABE Enrolment								
In 04-05 and 06-07	554	3.6%	274	2.5%	14	2.9%	842	3.2%
In 04-05, 06-07 & Fall 2007	178	1.2%	59	<1%	<5	-	239	<1%
In 04-05 & Fall 2007	150	1.0%	77	<1%	6	1.2%	233	<1%
In 04-05, 05-06 & Fall 2007	117	<1%	67	<1%	<5	-	188	<1%
Sub-Total	*999*	*6.6%*	*477*	*4.4%*	*26*	*5.4%*	*1,502*	*5.6%*
All Student Total	**15,235**	**100%**	**10,868**	**100%**	**483**	**100%**	**26,586**	**100%**

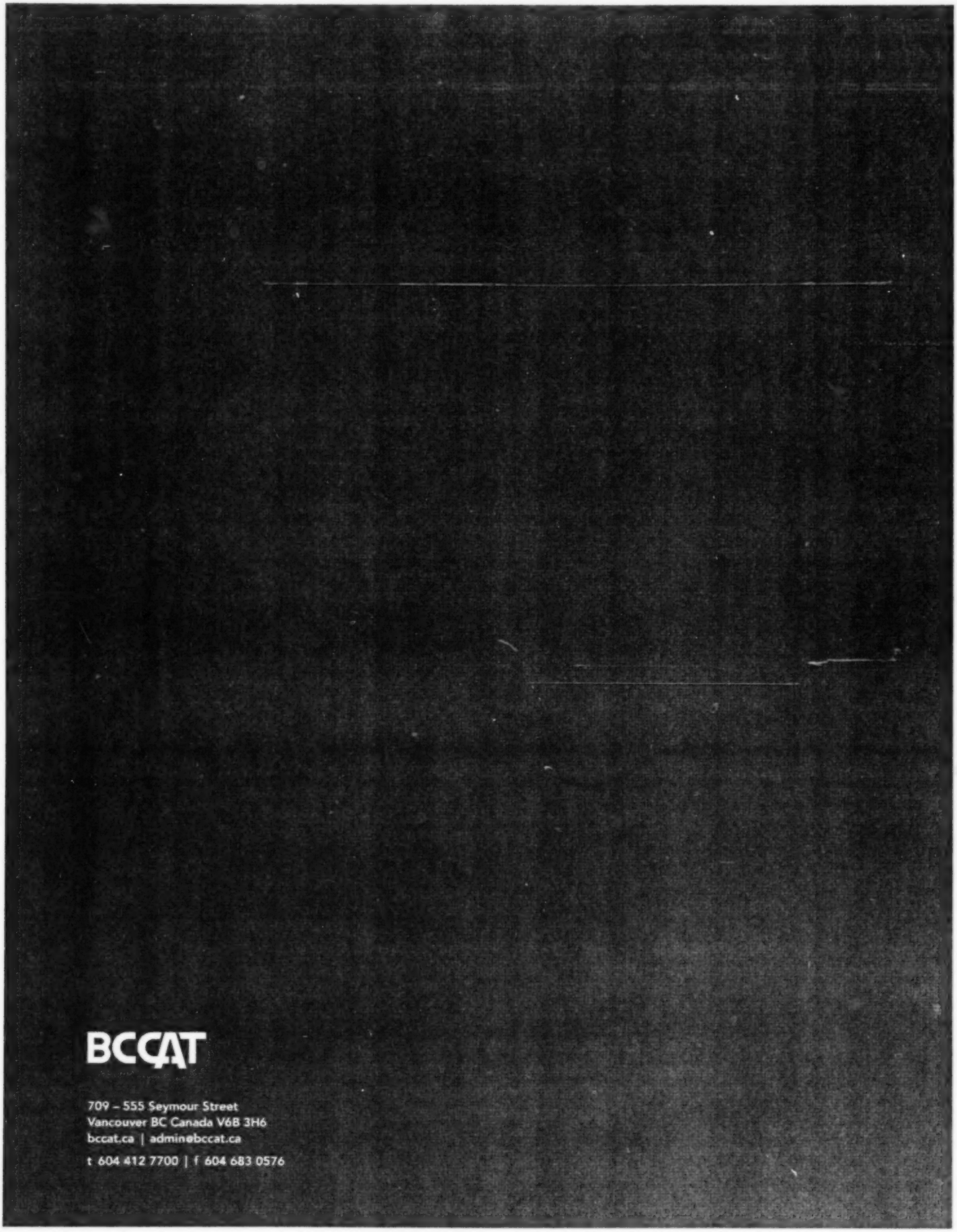
Table 12. Time Spent in ABE by Aboriginal Students, by Education System

	Secondary		Post-Secondary		Both		All Education systems	
	n	%	n	%	n	%	n	%
Continuous ABE Enrolment								
In 04-05	669	48.1%	759	63.1%	54	53.5%	1,482	55.2%
In 04-05 and 05-06	327	23.7%	277	23.0%	20	19.8%	624	23.2%
In 04-05, 05-06 and 06-07	132	9.6%	72	6.0%	14	13.9%	218	8.1%
In 04-05, 05-06, 06-07 & Fall 07	84	6.1%	19	1.6%	5	5.0%	108	4.0%
Continuous Sub-Total	*1,212*	*87.8%*	*1,127*	*93.8%*	*93*	*92.8%*	*2,432*	*90.6%*
Discontinuous ABE Enrolment								
In 04-05 and 06-07	90	6.5%	46	3.8%	5	5.0%	141	5.0%
In 04-05, 06-07 & Fall 07	31	2.2%	10	<1%	<5	-	43	1.6%
In 04-05 and 07-08	23	1.7%	11	<1%	0	0%	34	1.3%
In 04-05, 05-06 & Fall 07	25	1.8%	8	<1%	<5	-	34	1.3%
Discontinuous Sub-Total	*169*	*12.2%*	*75*	*6.2%*	*8*	*7.9%*	*252*	*9.3%*
All Aboriginal Student Total	**1,381**	**100%**	**1,202**	**100%**	**101**	**100%**	**2,684**	**100%**

Table 13. ABE and Post-Secondary Level FTEs, 2004-05 to 2006-07

	Education system of 2004-05 ABE Enrolment					
	Count			FTE		
	Secondary	Post-Secondary	Both	Secondary	Post-Secondary	Both
2004-05						
In ABE only	13,449	5,503	286	0.30 ABE	0.32 ABE	0.71 ABE
				0.25 ABE	0.25 ABE	0.53 ABE
In ABE & post-sec.	1,786	5,365	197	0.20 PS	0.42 PS	0.29 PS
				n=1,786	n=5,365	n=197
	15,235	**10,868**	**483**	**0.30 ABE**	**0.28 ABE**	**0.63 ABE**
				0.02 PS	**0.21 PS**	**0.12 PS**
2005-06						
In ABE only	5,308	1,697	132	0.27ABE	0.34 ABE	0.41 ABE
				0.24 ABE	0.26 ABE	0.35 ABE
In ABE & post-sec.	651	1,508	99	0.42 PS	0.45 PS	0.49 PS
				n=628	n=1,508	n=99
				0.46 PS	0.61 PS	0.60 PS
In post-sec. only	1,529	3,356	105	n=1,350	n=3,162	n=99
No longer enrolled	7,747	4,307	147			
	15,235	**10,868**	**483**	**0.22 ABE**	**0.15 ABE**	**0.27 ABE**
				0.12 PS	**0.41 PS**	**0.33 PS**
2006-07						
In ABE only	2,448	587	65	0.26 ABE	0.35 ABE	0.49 ABE
				0.24 ABE	0.26 ABE	0.18 ABE
In ABE & post-sec.	390	503	38	0.39 PS	0.45 PS	0.53 PS
				n=385	n=503	n=38
				0.51 PS	0.60 PS	0.68 PS
In post-sec. only	1,888	3,677	147	n=1,659	n=3,257	n=134
No longer enrolled	10,509	6,101	233	-	-	-
	15,235	**10,868**	**483**	**0.16 ABE**	**0.08 ABE**	**0.16 ABE**
				0.22 PS	**0.50 PS**	**0.48 PS**
Fall 2007						
In ABE only	1,025	259	23	n/a	n/a	n/a
In ABE & post-sec.	86	148	13	n/a	n/a	n/a
In post-sec. only	1,325	2,511	108	n/a	n/a	n/a
No longer enrolled	12,799	7,950	339	n/a	n/a	n/a
	15,235	**10,868**	**483**	n/a	n/a	n/a

1. Counts of students in the post-secondary system reflect the **entire** BC public post-secondary system. FTE data were not available for Simon Fraser University, Royal Roads University, the University of British Columbia, the University of Victoria, and the University of Northern British Columbia. As such, the number of records on which the post-secondary FTEs are based is often slightly lower than the number of students who transitioned to post-secondary studies. The n values on which the post-secondary FTEs are calculated are shown under the PS FTE value in the FTE section of the table above.
2. FTE values are not available for fall 2007 because this is a partial year of data.


BCCAT
709 – 555 Seymour Street
Vancouver BC Canada V6B 3H6
bccat.ca | admin@bccat.ca
t 604 412 7700 | f 604 683 0576